



Continued Learning Policy

January 2021 V3

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Reviewed: 21 January 2021

Next review due: February 2021

School Values

'Opening Worlds of Learning'

Our school:

We are healthy and happy

Love learning

Encourage each other

Try hard

So we can spread our wings and fly!

INTRODUCTION AND AIMS

Although we hope that the majority of our learners will have a largely uninterrupted learning experience during the COVID-19 pandemic, there is the possibility that an individual, a class bubble, or indeed the whole school, will need to learn from home for a period of time in line with current government guidelines. We have therefore put in place a plan for remote learning so that all of our learners can continue their education if they need to learn from home.

This policy, which has been written as guidance for staff and parents, sets out the systems and technology that staff will use to provide remote learning when required. It details how the systems and technology can be used effectively and safely, while allowing for the differing needs of families and also considering staff workload, in order to create the best learning experiences for our learners.

The school's **Online Safety Policy** and **Acceptable Use Agreements** still apply at this time.

The strategies outlined in this policy are based on:

- Continued provision of a broad and balanced curriculum for all learners.
- The use of existing resources and tools with which staff and learners are already familiar.
- The reduction of reliance on high-bandwidth, stable internet connections which may not be available to all members of our school community.

DEPARTMENT FOR EDUCATION EXPECTATIONS

Where a class, group or a small number of learners need to self-isolate, or where local or national restrictions require learners to remain at home, the Department for Education (DfE) expects schools to have the capacity to offer immediate remote education.

Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

Schools are expected to consider how to continue to improve the quality of their existing curriculum, and have a strong contingency plan in place for remote education.

When teaching learners remotely, the DfE expects schools to:

- Set assignments so that learners have meaningful and ambitious work each day in a number of different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- Gauge how well learners are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure understanding.
- Plan a programme that is of equivalent length to the core teaching learners would receive in school (3 hours per day for KS1 and 4 hours per day for KS2), ideally including daily contact with teachers.

THE RESEARCH

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of classroom teaching. For example:

- Ensuring learners receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling learners to receive feedback on how to progress.

These characteristics of good teaching are more important than the medium of delivery, be it in the classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

The latest EEF report can be found here -

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Ofsted have also recently published guidance around remote education. The report seeks to dispel some common myths around remote education and presents seven key areas to consider:

- 1: Remote education is a way of delivering the curriculum
- 2: Keep it simple
- 3: When adapting the curriculum, focus on the basics
- 4: Feedback, retrieval practice and assessment are more important than ever
- 5: The medium matters (a bit)
- 6: Live lessons aren't always best
- 7: Engagement matters, but is only the start

Ofsted's report entitled 'What's working well in remote education' can be found here - <https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

OUR APPROACH

We understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more - and some things may work differently on different devices. Some children will be able to work more independently than others and some may need greater challenge. Some parents will have plenty of time to help their children to learn, while others, for a variety of reasons, may have much less time.

Our plan for continued learning has been designed to best meet the needs of all of our learners and involves a flexible approach to remote learning.

We will not be providing live lessons to learners who are learning from home but will instead offer a variety of daily learning activities (including pre-recorded lessons) across the curriculum.

We have decided not to teach live lessons for the following reasons:

- Working from a screen all day is not healthy for our learners or staff.
- Some families do not have enough devices for every child and/or enough bandwidth/data to enable all learners to access live lessons at the same time.
- Some parents are working from home or looking after babies/very young children and are unable to support their child with learning at specific times of the day.
- There are a variety of safeguarding and data protection concerns around live lessons.
- Pre-prepared materials (worksheets, video clips, slides with video narration) have the advantage that they can be completed at any time; they also need less data to download and access than live-streaming, and families can work around shared technology.

CONTINUED LEARNING STRATEGY

We will provide remote learning through a range of sites and services, all of which are part of our usual provision for learners.

All remote learning tasks will be set via ClassDojo. Learners may be set tasks which also require them to access other online resources. Some of these resources may be free to all users and some will be resources for which the school has a subscription. All usernames and passwords for subscription resources will be uploaded into individual learners' portfolio areas on ClassDojo so that they can always be accessed at home. Information on how ClassDojo processes data can be found here - <https://www.classdojo.com/transparency/>.

EDUCATIONAL PROVISION

While we appreciate that remote learning may be easier for some families than others and that some families may not be able to engage with a full timetable, the government has made it clear that continued learning during partial or full closures of schools is of vital importance to all learners.

Teachers will post a timetable for home learning which follows, as closely as possible, the work which would normally be done in the classroom. Lessons may need to be adapted to take into account the resources which families have access to at home. The work set will include a variety of online and offline learning activities for each day. Teachers will also provide accompanying videos, slides, worksheets and any other resources required for the lessons set.

Teachers will give feedback on completed remote learning once it has been uploaded into individual learners' portfolios on ClassDojo. They will use this uploaded work to monitor how well learners are progressing through the curriculum and to adjust planned lessons as necessary.

Where learner engagement is a concern, class teachers or Mrs Dean will contact parents or carers to offer support.

COMMUNICATION

Our main method of communication between teachers and remote learners and their families will be by messaging via ClassDojo. This may be supplemented with video conferences held using MS Teams.

If a bubble is closed (or the whole school is closed to most groups of learners), 'check-ins' via MS Teams will be offered for learners on a regular basis as an opportunity to 'meet up' with their teacher and peers in order to talk about how things are going and to maintain a sense for them of being part of a class.

The following guidelines will apply to all teacher / learner MS Teams meetings:

- An appropriate adult must remain in the same room as the learner during MS Teams meetings to monitor and ensure they are safe and using the technology appropriately.
- Learners must take part in the meeting in a suitable communal environment (not in a bedroom) and be appropriately fully dressed (school uniform is not required).
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background.
- Blurred or virtual backgrounds are recommended.
- The teacher must make sure all learners have left the meeting correctly once it is finished.
- Screenshots, photos or recordings of MS Teams meetings must not be made and the meeting link must not be shared with others.
- Teachers will ensure appropriate security settings are in place for the meeting, ensuring that access is only granted to the expected registered users.
- Teachers will only use school equipment to conduct MS Teams meetings.

OUR REMOTE LEARNING OFFER

- ENGLISH

Teachers will use a variety of resources as teaching input for English lessons. This may include:

- Creating pre-recorded video tutorials and slides with voice-overs.
- Reading stories / books / poems and uploading them to ClassDojo.
- Signposting learners to Oak National Academy lessons and resources.

Teachers will also continue to make use of the following online resources which are part of our normal provision:

- Monster Phonics
- Spelling Shed
- Read Theory
- Vocabulary Ninja
- Learning by Questions

- MATHEMATICS

Teachers will use a variety of resources as teaching input for Maths lessons. This may include:

- Creating pre-recorded video tutorials and slides with voice-overs.
- Signposting learners to White Rose Maths video lessons and resources.

Teachers will also continue to make use of the following online resources which are part of our normal provision:

- Sumdog
- Active Learn
- Learning by Questions

- OTHER SUBJECTS

Teachers will use a variety of resources as teaching input for all other lessons. This may include:

- Creating pre-recorded video tutorials and slides with voice-overs.
- Signposting learners to Oak National Academy lessons and resources.

- Other subscription services which are part of our normal provision.

Unfortunately, our school has received a 'zero allocation' from the Department for Education's device scheme. If families do not have appropriate devices and/or enough bandwidth/data to enable learners to access online remote learning they should contact the school so that alternative arrangements can be put in place.

SETTING WORK

When the school is open to all learners:

- If your child is sent home from school because they show coronavirus symptoms, or they are collected from school because they have been identified as a close contact of either a possible or confirmed COVID-19 case from outside the school, they will not be provided with remote education provision on that day.
- If you notify the school before 8.30 a.m. that your child will not be in school as they have displayed coronavirus symptoms or because they have been identified as a close contact of either a possible or confirmed COVID-19 case from outside the school then learning resources will be sent to your child via ClassDojo by midday.

If the school is open to restricted groups of learners:

- Work for each day will be set via ClassDojo on the afternoon / evening of the day before.

ROLES AND RESPONSIBILITIES

Learners and their families are responsible for:

- Completing work set by the teacher.
- Uploading completed work to the learner's portfolio on ClassDojo.
- Responding to feedback given via ClassDojo in the same way that they would respond to feedback given in normal lessons.
- Seeking help if they need it (via ClassDojo messaging in the first instance).
- Making the school aware if the learner is ill and cannot therefore complete work.
- Ensuring learners are appropriately dressed when involved in any MS Teams meetings.
- Ensuring that the location for any MS Teams meetings is appropriate and that the learner is supervised.
- Making sure all usernames and passwords are kept safe and secure.

Teachers are responsible for:

- Setting a timetable for remote learning which follows, as closely as possible, the work being done in the classroom.
- Providing accompanying videos, slides and worksheets for the lessons set.
- Uploading all remote learning to ClassDojo.
- Monitoring how well learners are progressing through the curriculum.
- Adjusting the curriculum as necessary for each learner.
- Feeding back on remote learning uploaded into individual learners' ClassDojo Portfolios.
- Keeping in touch with learners and parents via ClassDojo and MS Teams.

Teachers will be available between 8.00am and 4.00pm. If a teacher is unable to work during this time (due to sickness), cover will be provided following the normal procedures. In exceptional circumstances, immediate cover may not be possible and families will be notified of this.

Where the school remains open to all learners, teaching assistants are responsible for:

- Supporting learners who are self-isolating (including those with identified SEND) as directed by the SENCo.

If the school is open to restricted groups of learners, teaching assistants are responsible for:

- Supporting learners who are attending school.

Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning for all groups of learners.
- Monitoring the security of remote learning systems, including data protection, online safety and safeguarding considerations.

Designated Safeguarding Leads are responsible for:

- Maintaining contact with learners and families.
- Collating and passing on information and responding to any concerns.
- Working with outside agencies as necessary.

The Governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

RESOURCES TO SUPPORT PARENTS AND CARERS TO KEEP THEIR CHILDREN SAFE ONLINE

- [Support for parents and carers to keep children safe online](#), which outlines resources to help keep children safe from different risks online and where to go to find support and advice.
- Guidance on [staying safe online](#) which includes information on security and privacy settings.
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online.
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games.
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.