

# King's Wood School Remote Learning Policy



## a) Government Expectations

- The government have passed legislation to the effect that, as of 22.10.2020, pupils who are unable to attend school because they are self-isolating (individually or as a bubble) should have immediate access to remote education.
- The government guidance requires us to have plans, resources and capacity in place in order to provide an education which as closely as possible mirrors the learning at school, in terms of quality, progression, delivery and duration.
- Schools have to report daily to the DfE how many children are missing school because they are self-isolating, and what provision is in place for them.

## b) What this means when individual children are self-isolating

- If a child is absent from school because they are self-isolating, the office will immediately inform the class teacher.
- If a child is self-isolating because they or a member of their household has symptoms, the attendance officer will contact the family to check that they have booked a test. In circumstances where the individual concerned cannot get a test, school may be able to provide one. This should hopefully mean that pupils will miss a minimal amount of school and therefore reduce the burden on teachers.
- Where an individual requires remote learning opportunities, it will not be possible to offer 1:1 teaching remotely as teachers will be required in the classroom.
- Teachers should set work daily, through GSuite. As far as possible, the work should reflect the teaching in the classroom – for example, by uploading the PowerPoint presentation and worksheets being used. This may include photographs of book pages and photographs of other pupils' work to be used as a model.
- Work should be posted either the evening before, or by 8.40am in the morning. **This must start by the beginning of day 2 of the absence, and may be 1 day behind the class in terms of the teaching sequence.**
- Literacy, reading, phonics and maths are to be set every day (depending on the key stage); other subjects such as science, topic, RE, PSHE, MFL and Art should be set as per the timetable. The work should be of a suitable level of challenge for the individual. The EYFS team have developed a range of strategies and activities for remote learning which they will use to support progress against the EYFS curriculum.
- On days where the school based children are taking part in activities which cannot be accessed whilst self-isolating (e.g. PE, Forest Schools), supplementary work should be set so that the child has sufficient work for the day. This could be related to the missed activity, or it could be related to a different area of the curriculum.
- Teachers should, where possible, source online teaching materials, particularly videos which go through the learning steps (e.g. BBC Bitesize; Oak Academy, MyMaths) and should signpost the child to a specific video / lesson and provide the URL. This may not be required for all subjects, but where explanation will be needed, it is important that children have access to such resources.
- Teachers may choose to record their delivery of part of a lesson on an iPad and share the video with the pupil via GSuite; however they must take care not to post images of other children in the class.
- The child should be encouraged to upload their work on GSuite so that their teacher can see it and give feedback. Quality feedback should be offered through GSuite.
- If the child cannot access GSuite because they lack the technology at home, school will consider the loan of a laptop and – if necessary – a dongle.

- If the child is not engaging with the work, the class teacher should contact the parent to find out what the issue is and seek relevant support.

### c) What this means if a class / year group bubble is self-isolating or schools are locked down

- Class teaching should be possible **from day one of the period of self-isolation / lockdown** as teachers will not be required in school. Exceptions to this will be:
  - If the teacher is required in school to care for vulnerable and critical worker children
  - If the teacher is unwell and unable to teach (in which case, the teacher should inform the Head that they are on sick leave)

In these circumstances, we will ask the year team partner to include their colleague's class in their own planning and delivery of the curriculum.

If there is a difficulty because of ICT issues, please email Zenia immediately, and inform parents via T2P as soon as possible.

- A full range of subjects should be delivered as far as is practicable, in line with the class timetable. Reading, Phonics, Literacy and Maths should be delivered daily. The EYFS team have developed a range of strategies and activities for remote learning which they will use to support progress against the EYFS curriculum.
- There is no legal obligation to provide "live" lessons remotely; however, we would encourage teachers to offer some lessons in this way. We recognise that there are sensitivities about setting up video links from home, and there may be practicalities (e.g. young children at home) which could make this difficult. If one teacher is not able to offer live teaching, but the year team partner is, we would suggest that the live teaching is offered to a year group rather than a class.
- In the event of a bubble closing or a lockdown, children who have insufficient access to technology should be provided with a laptop from the government if they meet the government's criteria. The criteria are that they are entitled to Pupil Premium and have fewer than one device per two children (not including mobile phones). If a child who does not meet these criteria lacks the technology to access remote learning, the school will consider loaning a laptop and dongle. If a child does not engage with the work, please contact the parents to find out what the issue is and seek relevant support.
- Teachers will need to have some direct interaction with all pupils – this could be through live teaching, a Google Meet with individuals / groups or a telephone call. Times for Google Meets can be posted via the class' live stream. It is not sufficient to just post feedback and comments via GSuite, though this may form part of the interaction.
- It is important to inform parents beforehand of Google Meets, and it is advisable to ask that the child speaks on "speakerphone" so the parent is able to hear the conversation. Teachers may use their personal phones as long as they hide their number.
- The key difference between provision for an individual and provision for a class bubble is in the delivery. Where a teacher is not required to be in school, they are expected to **provide teaching** as well as **providing work**, and a degree of **personal interaction** with all pupils in the bubble is expected. This will be significantly different from the provision during the Spring and Summer term lockdown as we have had the resources and time to plan for this eventuality.
- Safeguarding remains an important duty. For non-urgent matters, enter concerns on CPOMS. Where the child may be at risk of serious harm, please **phone** the Head, the Deputy Head or the Family Liaison Manager as soon as possible.
- Staff wellbeing remains a priority. It will be made clear to children and parents that feedback and communication will only be available during normal school hours.