

Lyndhurst Junior School



REMOTE LEARNING POLICY AND PLAN 2020/21

Our Vision

Our vision is to achieve happy, safe and enthusiastic learners and staff who are aspirational, respectful and capable of critical thinking. All children achieve their academic potential on our Learning Journey to Success.

Our Values

Achieve

Achieving their full potential in all areas by being self-motivated, reflective and able to apply their skills in a range of contexts.

Aspiration

Aspirational, brave, resilient and self-disciplined to make the most of the opportunities that life affords.

Respect

Respectful, open-minded, informed and tolerant by celebrating and understanding difference and diversity.

Critical Thinkers

Critical thinkers who are reflective, evaluative and open to change.

Introduction

Following a period of partial closure in the Spring and Summer 2020, Lyndhurst Junior School has developed a contingency plan in line with DFE guidelines (Guidance for full opening: schools 27 July 2020). In the event of: self-isolation of individual pupils; class or year group bubble closures; whole school closure; or a closure resulting from further lockdown in Portsmouth or across the country, children will continue to be provided with a remote education which is high quality and aligns as closely as possible with in-school provision.

All learning will be accessible via Google Classroom, for which all pupils have been provided with an email address and password. This will allow staff to keep in regular contact with their class in a professional and confidential manner. Teachers will be able to schedule learning in a manner that supports parents/carers and does not overwhelm our children. Teaching and learning can be tailored depending on the needs of children. In all communications we will prioritise the wellbeing of our children.

Given the imperative to ensure that provision at home matches provision in school as closely as possible, Maths and English lessons will be set each day along with other subjects and activities for the afternoon. Where possible teachers will ensure that there is recorded video content by staff that pupils are familiar with. The aim is to provide at least some fully live content for all pupils each week in order to maintain the connection between school pupils accessing learning at home. Any live content will be delivered through Google Classroom via Google Meet. If used,

the camera will focus on the class teacher and/or the work on a board or flip chart. In some cases, only the screen sharing facility will be used. All other participants are required to keep their cameras and microphones off unless a teacher asks a pupil to unmute for a specific reason. Pupils can also participate via the chat function and a second adult will monitor this.

In the event of a future lockdown and move to remote education for the majority of pupils, the school will make every effort to ensure all pupils have access to online provision via Google Classroom so that they are not at a significant disadvantage to their peers.

Successes from previous lockdown (March 2020)

Since March, the school provided a successful model, which included:

- Engagement and communication with parents through emails/phone calls/social media/website/letters/Parentmail messaging
- Using different mediums to communicate to meet the needs of all parents – videos/home learning packs etc.
- Regular updates on Facebook, Twitter and YouTube aided communication and the spread of positive messages
- Home learning adapted following feedback from parents and moved from being hosted on our website to Google Classroom
- Provision for critical worker and vulnerable children was maintained throughout the school terms and holidays (including all bank holidays)
- All vulnerable children not attending provision were contacted regarding their home learning/learning packs etc.
- Individual communication between parents and class teachers via new emails set up during lockdown
- Individual year group messages/videos sent out to parents via YouTube
- Google Classroom accounts set up for each class/pupil so children and parents could share learning with teachers and the teacher could provide feedback
- Face-to-face meetings arranged at the local church for all Year 2 children joining us and supplemented by welcome videos
- Virtual meetings arranged for all children to aid transition

Identified Possible Lockdown Scenarios:

- Individual children who are waiting to be tested/are isolating
- A partial lockdown involving bubbles of children
- A longer term whole school lockdown
- Key worker/vulnerable pupils in school only
- Short term teacher absence
- Long term teacher absence

The Need for Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards formal accreditations
- families without access to internet and/or appropriate devices
- teachers may be self-isolating, trying to manage their home situations, and/or the learning of their own children
- systems may not always function as intended

An understanding of, and willingness to adapt to these difficulties on all sides is essential for success.

Expectation Management

Teaching Staff will:

- Whilst all bubbles are open teachers will provide access to learning via materials on Google Classroom for pupils self isolating. Where there is limited access to appropriate equipment/broadband then paper resources will be provided.
- Continue teaching in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context
- Plan a range of activities including some that do not require the use of a digital device so that pupils working from home are able to undertake the same work.
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this
- Keep in contact with children through Google Classroom
- Reply to messages, set work and give feedback on activities during the normal teaching hours 8.30 am – 3:30pm, should a bubble close and the teacher remain well/the teacher be well but required to self isolate through contact via Test and Trace.
- Acknowledge and feedback on work where necessary or at least weekly
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow
- Work in year group/subject teams to provide activities for classes where a teacher is unwell
- Not be expected to provide feedback on Google Classroom if the class teacher is unable to work
- Respond to class emails, in the event of a whole class/year group/school wide closure

Teaching Assistants will:

- Support class teachers in providing learning opportunities for children
- Complete professional duties as discussed/required
- Support children in giving feedback on work via Google Classroom as appropriate

Subject Leads will:

- Work with teachers to make sure the work set is appropriate, consistent, and in line with current planning already in place throughout the school
- Alert teachers to resources they can use to teach their subject remotely
- Where appropriate, monitor the quality of work produced across all year groups and ensure it is consistent with the school's high standards and expectations

Year Leaders will:

- Ensure that all classes within the year group have equity of experience by checking provision and sampling feedback
- Ensure that the work, as far as possible, meets the requirements of the curriculum

Senior Leaders will:

- Monitor the overall effectiveness of remote learning through discussions with teachers and subject leaders, reviewing work set, and reaching out to pupils and parents for feedback
- Quality assure live lessons and provide feedback on best practice
- Monitor the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Leads (DSLs) will:

- Identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning with the Local Authority Link Co-ordinator
- Arrange for regular contact with vulnerable pupils, with additional contact arranged where required

- Make contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required
- Update relevant members of staff/discuss new and current safeguarding arrangements for vulnerable pupils learning remotely, via MyConcern
- Encourage staff to follow the usual policies and procedures to report safeguarding concerns, including those related specifically to remote learning e.g. regarding harmful or upsetting content, or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Inclusion Lead will:

- Ensure that the needs of pupils with identified Special Educational Needs and/or Disabilities are catered for and monitor the impact of provision
- Ensure that the educational needs of pupils with the lowest prior academic attainment are catered for and the impact of this provision is monitored (lowest 20%).

Children will:

- Be provided with a broad range of cross-curricular activities which support their learning and wellbeing
- Show the School Values of Aspiration, Achievement, Respect and Critical Thinking when engaging with their learning
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Read daily, either independently using Bug Club, or with an adult
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us, or be creative
- Not be expected to engage in school work during usual school holidays except for reading.
- During a school/bubble closure work will follow a timetable to encourage pupils to take breaks and engage in physical activity.

Parents will:

- Be responsible for keeping their children's login information for Google Classroom, Bug Club etc. accessible so that children can access activities set by their class teacher
- Support their child's learning to the best of their ability
- Encourage their child to access and engage with posts from their teacher
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Google Classroom or the school emails
- Know that they can continue to contact their class teacher via a phone call to the school office if their child is self-isolating. In the event of a class/year group bubble or whole school closure they can contact their class teacher/s via the year group email account, which will be reactivated as necessary
- Check their child's completed work and encourage the progress that is being made
- Be mindful of the mental well-being of both themselves and their child, and encourage their child to take regular breaks, play games, get fresh air and relax

Remote Learning Systems Access Information (weekly)

	Access to Learning	Reading	SPaG/English	Maths	Wider Curriculum (including writing opportunities)
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Individual Children Self Isolating	Google Classroom Bug Club Individual Pack (if required)	Bug Club	2-5 videos and related activities as appropriate.	2-5 videos and related activities as appropriate.	Daily physical activity (yoga/just dance, etc) Subject content will match that of the class in school Assembly Videos
Feedback	Via Google Classroom or in person with Class Teacher on their return.				
Bubble Isolating	Google Classroom Bug Club Individual Packs (if required)	Bug Club Comprehension tasks as appropriate	2-5 videos and related activities as appropriate.	2-5 videos and related activities as appropriate.	Daily physical activity (yoga/just dance, etc) Subject content will follow Year Group curriculum planning Assembly Videos
Feedback	Via Google Classroom or Class Email				
School Closure	Google Classroom - Bug Club Individual Packs (if required) Live tutor sessions - dependant on staff availability	Bug Club Comprehension tasks as appropriate Live sessions when possible	Videos and related activities as appropriate. Live sessions when possible	Videos and related activities as appropriate. Live sessions when possible	Daily physical activity (yoga/just dance, etc) Subject content will follow Year Group curriculum planning Weekly Assembly Videos
Feedback	Via Google Classroom or Class Email. General feedback may be given via live tutorial sessions				

- In the event of a bubble or school closure, we endeavour to send home a video featuring a familiar teacher at least once a week
- Digital Access Survey sent to parents to identify additional remote learning needs – September 2020

Links with Other Policies

This policy is linked to our:

Teaching and Learning policy
Behaviour policy
Safeguarding policy plus Covid -19 addendum
Child Protection policy
Looked After Children policy
Anti-bullying policy
Marking policy
Internet & e-safety policy