



Oxenhope Church of England Primary School

Remote Learning Policy



Our Named Persons for Child Protection are Alice Jones, Gillian Dyson, Caroline Auty, Joanne Brown, Oliver Thurlby and Laura Smales.

Useful Phone Numbers

School – 01535 642271

Social Services Initial Contact Point – 01274 437500

NSPCC – 0808 800 5000

West Yorkshire Police – 101 or 999

Created By:	Date:	Next Review Date:
A Jones	September 2021	September 2023

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them.
- Ensure that remote education is integrated into the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

2. Roles and responsibilities

Senior leaders

- Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

Designated safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning Please refer to Child Protection and Safeguarding Policy

Teachers

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will provide learning for their current class. The amount of work they need to provide is daily Maths and English lessons plus 3/4 lessons for foundation subjects each week. Daily phonics lessons will be planned for KS1 and GPS lessons for KS2.
- Teachers will use resources provide by the Oak National Academy and White Rose Maths as well as other resources identified by school curriculum leaders.
- The work will be set regularly – this will be a time scale agreed with the school leaders and will consider timescales involving testing and isolation.
- The work will be uploaded to Dojo or Seesaw (depending on the age of the child)
- Paper copies of the work will be sent home should the parent request it
- A bank of learning will be available on the home learning website page for short individual absences

Providing feedback on work:

- Pupils will email work back to class teachers. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual, group or whole class basis. Feedback will be age appropriate and in accordance to our feedback policy.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers will call pupils/parents on the first or second day of absence and then they will keep in contact with the family via class Dojo or Seesaw. Any concerns should be recorded on CPOMS and Head teacher alerted. If no communication is made then the school will follow the 'Child missing in education' procedures.
- Vulnerable pupils will be called every other day of their absence - CP/EHCP/identified pupils, this will be done by SENCO/DSL/Resource Base teachers.
- Work sent by families via class Dojo or Seesaw will be checked before and after school

Teaching assistants

When assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely

- When requested by the SENCO.
- Will liaise with class teachers to support planning and resourcing differentiated learning.

Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject
- Review work set weekly.

Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3.15pm
- Seek help from teachers if they need it.
- Alert teachers if they're not able to complete work
- Talk to teachers if they are worried about anything

Staff can expect parents to:

- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff
- Make requests for paper packs by 9am Wednesday.

Governing board

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.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact:

- Issues in setting work – talk to the relevant subject lead or SENCO/SENCO assistant
- Issues with behaviour – talk to the Head teacher
- Issues with IT – contact Primary T.
- Issues with their own workload or wellbeing – talk to the Head teacher
- Concerns about data protection – talk to the Head teacher
- Concerns about safeguarding – talk to the DSL

4. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by Alice Jones. At every review, it will be approved by SLT.

Oxenhope C of E Primary School

COVID-19 Home Learning Agreement

2021-2022

The School agrees to:

- care for each pupil's safety and happiness while at school and through home learning
- value each pupil and family as an individual with different circumstances
- provide a broad, balanced curriculum and meet the individual needs of each pupil which can be accessed at home
- develop children's independence through giving increasing responsibility for learning
- achieve highest possible standards of work and behaviour through building good relationships with children and families
- make the children's home education meaningful and enjoyable.
- keep parents and carers informed about general school matters and their child's progress.
- be open, welcoming and courteous and offer opportunities for parents and carers to feel confident to ask questions and access support
- promote and role model the school values of: friendship, trust, forgiveness, peace and thankfulness every day and allow these to underpin everything the school stands for.
- make contact with families on the first day of Covid related absence
- Provide age/ability appropriate learning which doesn't need too much adult involvement
- If applicable use specific targets from the child's EHCP (children with special educational needs)

The Pupil agrees to:

- do all my work as well as I can.
- be polite, helpful and kind to teachers and parents/carers during home learning time
- let my teacher know if I have any worries.
- show that I know and care about the school values of: friendship, trust, forgiveness, peace and thankfulness every day and allow these to underpin everything the school stands for.
- support the school's approach to e-safety and will not upload or add any pictures, videos or text that could upset, offend or threaten the safety of any member of the school community.
- Try my best and understand why I need to continue my learning at home

Parent/Carers agree to:

- ensure that my child accesses learning at home via the school website or the home learning packs provided by school

- return any examples of learning promptly and in the form discussed with the class teacher
- inform the school of any concerns or problems that might affect my child's work or behaviour.
- speak to school staff and engage in communication about my child's and families' wellbeing and learning
- demonstrate courtesy and respect for other adults in the school community
- promote and role model the school values of: friendship, trust, forgiveness, peace and thankfulness every day and allow these to underpin everything the school stands for.
- read all information sent home from school.
- support the school's approach to e-safety and will not upload or add any pictures, videos or text that could upset, offend or threaten the safety of any member of the school community.
- contact the school immediately regarding test results and return back to school dates
- if my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we will self-isolate for 14 days as a family, I will get them tested and I will let the school know as soon as possible via telephone;
- if my child, shows symptoms of COVID-19 at school, I will arrange collection of my child from school immediately;

Signed (School)

Signed (Parent/Carer)_____

Child/ren's name/s_____

Surviving home learning – best practise tips

- Keep things playful and active if this suits your child
- Keep in contact with school let them know if there is a problem
- Prioritise mental health and wellbeing activities
- Make a loose schedule for the weekdays and then be sure to plan in sensory play time and open-ended too. This will help everyone feel calmer and aid relaxation as the pressure will be off you to think on your feet.
- The best thing we can do with them is get them out into nature (unless they are showing symptoms of course.) Get out into the garden and into the fresh air as much as possible
- Screen time is not the enemy, it's a useful tool! I suggest planning it into your daily schedule for times when you need a quiet period for your own planning/ admin/ online shopping/ work etc. You need some space from each other to keep the routine (and peace) flowing well.
- Sensory play. This is really important as it helps keeps kids calm and focused. It's a great stress and anxiety reliever too, which will be very beneficial with the daily news updates and worries
- Audiobooks will be fantastic during this time, as will read aloud time together. Try reading in a makeshift fort, in the dark with torches, while they're in the bath or outside
- Write a book diary, make bookmarks, make a library role play area at home, read TO each other, read poetry and use all these experiences to inspire some writing too.
- Keep bedtime routines in place as this will help your child re-adapt when they come back to school
- Watch online videos for tutorials on learning new skills eg crochet, sewing, tie-dye, weaving etc
- You could theme the weeks so that there is a different focus eg talent show to work on one week of afternoons, science fair to prepare the following week etc

Useful phone numbers and websites

Gillian Dyson (Pastoral Manager) 01535 642271

School Office – 01535 642271
office@oxenhope.bradford.sch.uk

<https://www.thenational.academy/>

<https://whiterosemaths.com/homelearning/>

<https://www.bbc.co.uk/bitesize/dailylessons>

Oxenhope C of E Primary School

COVID-19 absence quick-start guide

This guide is to help you make decisions and know what to do when a child from your class is isolating, awaiting tests or your bubble has to close.

A child awaiting test results or isolating:

- 1. The office will notify you if a child from your class is absent due to Covid related reasons**
- 2. The same day you need to make contact with the family to discuss the child's learning and what is expected**
- 3. You need to ascertain whether they have access to the internet or not**
- 4. If they do you need to offer them guidance to the learning available on the website**
- 5. If they do not, you need to arrange for a home learning pack to be put together and sent out**
- 6. You need to discuss with the family how the work will be seen by you either through photographs emailed or work posted or emailed back**
- 7. Please ensure you discuss mental health and wellbeing**
- 8. Discuss a way of the family contacting you if there is a problem or a question – set clear boundaries regarding response times ect**
- 9. Remember you are still accountable for this child's progress even if they are at home**

A bubble closure:

- 1. You will be notified that your bubble is closing and for how long**
- 2. Once working from home, you will need to draft a newsletter to your parents detailing what the children will be learning about, where the work will be posted and how they can get in touch with you**
- 3. You will need to submit daily lesson plans (these can be uploaded as a block if needed) for the children to access**
- 4. The lessons will need to offer a broad and balanced curriculum offer**
- 5. Ensure there are opportunities for mental health and wellbeing learning**
- 6. You will need to ensure that you are marking work submitted by the children**
- 7. If you are not receiving work from a family, you must make contact**
- 8. If you have concerns about safeguarding, you need to follow the school's safeguarding procedure**
- 9. If you are ill, you must contact the school office in the same manner you would normally**