

Moorlands Junior School



Home/Remote Learning Policy

Adopted by staff: September 2020
Ratified by Board of Governors: 1st October 2020
To be reviewed: September 2022

Overview

The CV19 pandemic has placed schools and families under considerable strain as they try to provide an appropriate education.

This policy sets out the strategy that Moorlands will use in the event of pupils being sent home due to outbreaks of infection or while awaiting COVID test results.

We will, at all times, follow the latest advice provided by the DfE.

Home Learning will not be provided in the event of a holiday or in the event of a previously known quarantine restriction when choosing to visit a country.

Flexibility of Learning

We recognise that distance learning presents challenges and flexibility is needed from both sides: -

- Parents may be working from home so technology may be limited as a family;
- Wi-Fi capability may not support the internet being accessed by multiple users;
- Parents may be limited to particular times when they can support their child due to work commitments;
- Teachers may have home lives that make facilitating home learning difficult e.g. having to share technology with a family member, living with someone who is clinically vulnerable or having their own children self-isolating with them;
- Unavoidable situations may arise e.g. problems with technology, emergency childcare problems, sudden illness.

An understanding of and willingness to adapt to these difficulties as they arise is essential for ensuring the success of distance learning.

The Role of the School

In the event of children isolating due to waiting for COVID test results or a bubble being asked to isolate, school will endeavor to:

- Ensure that those pupils can continue to learn successfully at home.
- Use Google Classroom, Class Dojo and email to communicate with parents, to keep them informed and to offer guidance about how they can support their pupils' remote learning.
- Follow the school curriculum, where possible, setting appropriate tasks and by supporting learning in every way it can within its available resources.
- Where possible make appropriate use of pre-recorded lesson to try to maintain the partnership for learning between pupils and teachers.
- Follow the DfE guidelines for making provision for the continuing safeguarding, care and support of all pupils, especially those who are vulnerable.
- Make every endeavor within its resources, to offer appropriate support to those with SEND and EHCPs.
- Liaise with appropriate agencies to maintain the specialist support, where possible, that some pupils may need.
- Provide alternative strategies where homes and pupils do not have access to computers or the internet so that those pupils are not disadvantaged.

- Do its best to provide appropriate materials and the other essentials necessary for pupils to learn e.g. writing materials, rulers, pencils, paper and work books where these cannot be provided by the pupils' homes
- Use DfE additional funding to fill gaps in pupils' resources and needs.
- Provide opportunities for the children to contact teachers to discuss their work and provide feedback to work submitted.
- Ensure Staff will be available to respond to parental queries via the class email between the hours of 9:00am and 4:00pm.
- Make regular contact with parents.

Scenario	School's Provision
Child is off ill	<ul style="list-style-type: none"> • No learning is sent home or made available. The children should be resting. • Parents can use – reading books, Times Table Rockstars, Education City, spelling shed etc.
Child is on holiday in term time	<ul style="list-style-type: none"> • No learning is sent home or made available. • Parents can use – reading books, Times Table Rockstars, Education City, spelling shed etc.
Pupil isolating because a member of their household has COVID-19	<ul style="list-style-type: none"> • School share class activities via Google Classroom. • Feedback is given on at least two pieces of work a week and weekly contact is made with the family by a teacher.
Bubble is isolating because a pupil or bubble contact has COVID-19	<ul style="list-style-type: none"> • Daily 15 minute video call registration/brief introduction and outline of the day's work. • Weekly, whole class, wellbeing video call – at a consistent time of the day (avoiding drop off and collection time and after liaising with any other bubbles that are shut). This will last approximately 30 minutes. • Homework books to be sent home for learning to be completed in if necessary. • Work packs to be sent home for pupils who cannot access Google Classroom. • Work to be made available on Google Classroom and may include short video demonstrations, accompanying PowerPoints, online learning links (e.g. to Oak Academy, White Rose maths etc.). <ul style="list-style-type: none"> - Daily Reading, English and maths activities - Weekly PSHE/Mindfulness activities - Weekly Science activities - Weekly humanities - Weekly art/DT • Vulnerable families to be individually contacted weekly by telephone. • Feedback given on at least two pieces of work a week. • Families not engaging with Google Classroom will be contacted and alternative paper based provision will be made. <p>Work will be differentiated for SEND pupils.</p> <p>Name pack on Google Classroom – 'Bubble Isolation Pack' and do not made available to view until needed.</p> <p><u>Staff responsibilities:</u> Teachers will complete a weekly timetable sheet (and store this in the staff share, remote learning file) which should be posted at 8.30am every Monday morning. This should outline the topics, work and activities planned for the week. Teachers and teaching assistants will be available between 9am and 4pm to answer any questions or queries from children. (in the event of a lack of IT equipment for staff, school will provide staff with an iPad). Teachers and teaching assistants should ensure that <u>at least 2</u> pieces of work receives feedback each week.</p>

<p>Bubble is isolating because the teacher has COVID-19</p>	<p>Learning should match the above however, there will not be regular video calls until the class teacher are well. This learning should be led by the parallel class teacher, supported by the teaching assistants until the class teacher is well.</p>
<p>Tier 4 School Closure – only Critical worker children; those with EHCPs or vulnerable pupils attending school.</p>	<p>The learning should closely match the medium term and weekly planning of teachers.</p> <ul style="list-style-type: none"> • Daily video call registration and explanation of the day’s activities. • Weekly, whole class, wellbeing video call – at a consistent time of the day (avoiding drop off and collection time and after liaising with any other bubbles that are shut). This will last approximately 30 minutes. • Homework book to be sent home for learning to be completed in if necessary. • Work to be made available on Google Classroom and may include short video demonstrations, accompanying PowerPoints, online learning links (e.g. to Oak Academy, White Rose maths etc.) <ul style="list-style-type: none"> - Daily Reading, English and maths activities - Weekly PSHE/Mindfulness activities - Weekly Science activities - Weekly humanities - Weekly art/DT • Work packs to be made available on Google Classroom and may include short video demonstrations, accompanying PowerPoints, online learning links (e.g. to Oak Academy.) • Vulnerable pupils (not attending school) to be individually contacted weekly by telephone. • Feedback given on at least 2 pieces of work. <p>Work will be differentiated for our SEND pupils in accordance with their EHCP or LSPs.</p> <p>Where class teachers are providing cover in school for key worker/vulnerable children, the parallel class teacher and teaching assistant will answer any queries from children working from home.</p> <p><u>Staff responsibilities:</u> Teachers will complete a weekly timetable sheet (and store this in the staff share, remote learning file) which should be posted at 8.30am every Monday morning. This should outline the topics, work and activities planned for the week. Teachers and teaching assistants will be available between 9am and 4pm to answer any questions or queries from children. (in the event of a lack of IT equipment for staff, school will provide staff with an iPad). Teachers and teaching assistants should ensure that <u>at least</u> 2 pieces of work receives feedback each week.</p>