Brunton First School
Remote Learning Policy

DfE Guidance and rationale

The purpose of this protocol is to support school staff and leaders to ensure high quality educational blended learning during the academic year 2020-21 and beyond.

DFE guidance published July 2020 highlights an expectation that schools 'develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.'

The impact on workload must always be considered. There are particular risks around blended learning with teaching staff and classroom based support staff delivering both face to face learning and planning for remote learning packages for students who aren't able to physically attend school.

Mapping school/subject existing curriculum plans against the 2020-21 Oak National Academy objectives and resources is encouraged. This means children who can't attend school can quickly access nationally produced resources which are mapped to their own curriculum. This should help to reduce workload for teaching staff. Oak National Academy are developing options for lessons to be assigned to children on-line across a range of platforms, including Google Classroom and MS teams. Resources can also be printed and held as paper copies.

Half termly curriculum maps are published annually on school websites already and should include online learning links to support a quick transition to remote or blended learning such as https://www.thenational.academy/2020-21-oak-curriculum.

The DFE has outlined the following key principles for curriculum planning:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

At Brunton we will use TEAMs to support any children, and their families, during a period of blended learning. Activities will be shared electronically which are matched to the age range and learning objectives from the National Curriculum. Where possible activities and learning will mirror what work would have been done had the child been in school. There will be an expectation that children will complete this work, paper copies will be provided for families who do not have the internet or feel confident using the TEAMs App.

Key Principles: In-school

- All teachers will have a responsibility for planning blended/remote learning however overarching principles and implementation lie with the senior leadership team.
- In-school face to face learning must be mapped against the planned on-line/remote learning.
- All staff should consider what steps will be taken to limit widening of educational gaps between those who are learning in-school and those who are accessing remote learning.
- Leaders and teachers should consider how children can access remote learning resources and receive feedback which is both on and off-line.

- When considering the three stages of school access (fully open/ partially open/ closed) staff workload will be considered by all leaders.
- We will use TEAMs to offer blended learning and supplement this with other delivery options such as school developed resources. Reception blended learning will be different (for EYFS)
- When allocating resources, we will consider the needs of SEND learners. Our SENCO will support teachers and other staff to ensure work set is appropriate.
- The teaching of phonics is likely to prove challenging in all situations where remote/ blended learning is the predominant form of learning however this is an essential part of our Early Reading Curriculum and opportunities will be planned for in any period of blended learning. Staff will use materials, including videos, from the Read Write Inc and other schemes to support the teaching and learning of phonics while at home.
- In our monitoring of engagement with remote learning, we will pay particular attention to any widening learning gaps. We will proactively look at strategies to help address learning gaps, particularly for students who are disadvantaged, SEND and vulnerable pupils.

Key Principles: Working with Home

- We will circulate information to parents early in the Autumn Term which will help to build familiarity and confidence with on-line and remote learning as part of the normal partnership with home. For example, we will set some initial 'homework' tasks on TEAMSto ensure system is up and running thus allowing swift interaction with home in the event of blended learning. This will reduce any lost learning time. Staff will monitor engagement in these initial tasks and contact parents who are yet to log in to the system.
- We will share links to curriculum maps with parents and consider using opportunities such as parent information evenings and workshops (when these can take place) to brief parents about on-line and remote learning offers and how these can be accessed easily.
- All our parent workshops will take place electronically in the short term and materials will be shared via email and the school website. Paper copies will be issued where necessary.
- We will also be explicit with parents about why it is so important that children follow the curriculum maps for their year group/ subjects and explain how parents can get help.

Underpinning DFE Expectations: July 2020

- Guidance from the DFE published in July 2020 outlines the expectation that all children who are working from home for any reason related to Covid-19 who are well enough to do so should be provided with work which is mapped to the in-school curriculum.
- The guidance document outlines the expectation that the number of hours learning provided should be equal to the in-school deliver hours of the curriculum. At Brunton we except that, due to the age of our children, this is significantly reliant on adults in the family home supporting learning.

Scenario Overview

School Fully Open	For the majority of children, the main form of education will be face-to-face teaching in the classroom.
	1. If a child/ group of children has to work remotely from home and is well enough to do so, they should be assigned work which matches the curriculum in-school and their engagement and completion of work should be monitored.
	2. Pre-prepared resources should be shared via TEAMs and sites such as Oak National Academy. These should be mapped to the main school curriculum. Unless whole class bubbles are closed, staff will not deliver

	additional on-line learning because the main form of delivery for the majority of children will be face-to-face delivery.
	3. Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Again, in order to reduce the impact on workload schools should map their existing curriculum to those offered via resources such as 'Oak National Academy' or share existing resources using TEAMS.
	4. Maths lessons will be based on content from White Rose while matching the learning objectives being covered in class.
	5. Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and teacher explanations etc. Not all resources and objectives will be appropriate for remote or blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning.
	6. Existing or nationally produced resources should be used or adapted, rather than additional resources being produced. SEND needs should be considered if relevant when assigning work.
	7. Resources for remote learning can be either online or paper based. Teachers will need to monitor which families do not engage in online learning and offer paper based versions of work.
	8. The learning of those working at home must be monitored. This could take a range of the forms, as appropriate to age of the children. However, the outcome of monitoring will be recorded centrally within school and reviewed.
	9. Feedback will be given to children working remotely. This may take a different form but will be in-line with the feedback given to those children in the classroom.
School Partially Open	Depending on year group and specific reasons why the school is partially open, learning for many children is likely to be remote. • Steps 1-5 above apply
School Closed	Learning for the majority of children will be remote. Vulnerable children and children whose parents/guardians are key workers are likely to continue to attend school premises. • Pre-prepared resources should be shared via TEAMs and sites such as Oak National Academy. These should be mapped to the main school curriculum. The nature of home learning expectation will vary greatly between a child in Reception and that in Year 4. Maths lessons will be based on content from White Rose. • Steps 1-5 above apply

Teachers are responsible for:

- Setting work for their class/year group. These tasks will mirror the timetable of the school day and be based on reading, writing, maths and topic work.
- Work will be set daily and uploaded by 8:30am next day using TEAMS. For parents who have not engaged with this work could be emailed, uploaded to the school website or weekly paper copies of tasks provided.
- Staff will need to co-ordinate with other teachers, especially those in their year group, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Staff will also need to providing feedback on work using TEAMS. This feedback should be in line with policies in school, identifying strengths and areas for development/challenge.

- Keeping in touch with pupils who aren't in school and their parents. This could include contact through TEAMs or weekly telephone calls. Contact should take place during a teachers usual working hours. If a teacher if unwell and not able to work they are not expected to completed these roles.
- Teachers should continue to monitor safeguarding of children and report any concerns to a DSL (Gill McKay, Bev Armstrong or Carolyn Appleby). Any complaints or concerns shared by parents and pupils must also be shared with a member of SLT.

Teaching Assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely for example by putting packs of paper based resources together for those children not able to access remote learning.
- Teaching Assistants may need to attend virtual meetings with teachers. Technical support and CPD can be provided.
- Teaching assistants who remain working in school during a partial closure, or are supporting vulnerable/key worker children in the event of full closure, are not required to also complete the roles above. They will continue to support children's learning, well-being and interventions following teaching staff direction where appropriate.

Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and alerting teachers to resources they can use to teach their subject remotely.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent. This could be via online meetings using Zoom or Teams, email or telephone.
- Working with other subject leads within the school (and Gosforth Schools' Trust) to make sure work set remotely across all subjects is appropriate and consistent, and appropriate to age expectations.
- Monitoring the remote work set by teachers in their subject through meetings, monitoring overviews, planning opportunities, coverage and progression.

Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school and ensuring staff and families are engaging with protocol and systems.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Pupils learning remotely will:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Parents with children learning remotely will:

- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.

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.
- Holding regular committee meetings to monitor the impact of any periods of blended learning.