



*Challenge, Equality & Opportunity*

## **Learning at Home Policy**

### **Rationale**

The purpose of this policy is to support school staff and leaders so that planning is in place to ensure high quality educational delivery during the disruption of the COVID-19 pandemic. Blended learning is defined as: 'a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.'

The DfE 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, in the case of partial school closure or self-isolation or groups of or individual pupils.

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.
- Remote learning offers should provide a minimum of 3 hours for KS1 and 4 hours for KS2.

### **Key Principles: In School**

- All teachers will have a responsibility for planning blended/remote learning however overarching principles and implementation lie with the SLT.
- There will be three tiers in the remote learning offer:
  1. a **full** offer where the whole class is isolating (and the teacher is well) or the school is partially closed
  2. a **partial** offer where a small group of children are isolating but the teacher is still teaching a full class or where another teacher in school is managing the process for a whole class or a group because the class teacher is unwell
  3. a **skeleton** offer where all staff for the KS are unable to work due to illness and school is relying on signposting children to other providers or seeking help from a partner school in the Trust
- The online offer and face to face learning in school should be planned to match in terms of objectives and curriculum content.

- School 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.
- When considering the three stages of school access (fully open/ partially open/ closed) staff workload will be considered by the SLT and the GB and steps will be taken to support staff in managing the workload, including that of the SLT.
- Teachers will be reminded to seek support from school if the workload and the associated stress begin to impact on their well-being.
- PPA could be split into smaller units of time if this is unavoidable but the SLT will monitor workload and dedicated PPA time will be provided as a whole afternoon if there are high numbers of children in school as critical workers during partial closure. This will involve informing parents and carers that there is no online provision for a particular afternoon and that no Seesaw or Tapestry submissions should be made during that time and until the next school day. This might be weekly or less frequently if manageable. During whole school opening, PPA will be unaffected.
- At Broadway East, we will use SeeSaw for Ys 1-4 and Tapestry for Reception as the learning platform to support any children, and their families, during a period of blended or remote learning. Activities which are matched to the age range and learning objectives from the National Curriculum will be shared electronically. Where possible, activities and learning will match 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 if requested and school will loan iPads to families who do not have the internet or have significant barriers to using the app.
- When allocating resources, we will consider the needs of SEND and vulnerable learners. Our SENCO will prioritise and be able to support teachers and other staff to ensure activities set are appropriate.

### **Key Principles: Home Learning**

- We have ensured that all classes are set up on SeeSaw and Tapestry and are using these apps for homework so that parents and carers are familiar with the apps and ready to use them in the case of self-isolation or partial school closure.
- All our parent/carer contact, including parent/ carer evenings, will take place electronically (telephone or via the app) in the short term and materials will be shared via email and the school website.
- Teaching staff will support parents and carers who are finding difficulties in access and engagement with the online offer, and office staff will offer technical and IT support via the telephone.
- iPads and other devices can be loaned to families for a period of partial closure or self-isolation.

### **Underpinning DFE Expectations: July 2020 (updated Autumn 2020 and spring 2021)**

- 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 matched to the in-school curriculum.
- The guidance document now (Jan 2021) outlines the expectation that the number of hours learning provided should be equal to the in-school hours of the curriculum. We expect that, due to the age of our children, this is significantly reliant on adults in the family home supporting learning. This is currently 3 hours for KS1 and 4 hours for KS2.

DfE states that:

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

***Please also refer to***

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

<https://www.gov.uk/guidance/get-help-with-remote-education>

## **Roles and Responsibilities:**

### **Teachers**

When providing remote learning, 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.
- Learning activities will be presented through:
  - Prerecorded videos to demonstrate techniques and strategies
  - Prerecorded videos to introduce new content
  - Prerecorded morning introductions
  - Prerecorded stories
  - Recorded PowerPoint explanations
  - Links to videos on White Rose Maths
  - Links to Talk for Writing
  - Activities on screen and printables
  - Links to PE lessons delivered by Newcastle PE and Sport Service
  - Links to published online resources and activities for all areas of the curriculum
  - Weekly live Zoom sessions for well being
  - Prerecorded assemblies

There will be daily maths, English and topic lessons as a minimum.

- Staff will need to co-ordinate with other teachers, especially those in their year group, to ensure consistency across the year/subject.
- Staff will make sure pupils with limited access to devices can still complete the work by informing the school office so that arrangements for sharing school equipment or preparing hard copies can be made.
- Staff will provide feedback on learning using SeeSaw. This feedback should be in line with policies in school, identifying strengths and areas for development/challenge.
- Teachers should continue to monitor safeguarding of children (at home and at school) and report any concerns to a DSL.
- Teachers will follow the school's Acceptable Use policy at all times when using technology.

When working with pupils during live well being sessions on Zoom, teachers at Broadway will:

- ✓ Share the link to the session in advance on Tapestry or SeeSaw, not on Twitter
- ✓ Make sure that screen sharing is limited to the host.
- ✓ Not use mobile phones.
- ✓ Turn off file sharing to reduce the risk of hacking or installing a virus/malware.
- ✓ Ensure that account passwords are strong.
- ✓ Keep everyone on 'mute' when appropriate.
- ✓ Remind the children of what is appropriate.
- ✓ Dress appropriately and have a neutral background.
- ✓ If there is a potential or actual safeguarding risk, end the call and contact the DSL ASAP.
- ✓ If only one child joins, stop the session and reschedule it.
- ✓ Set a focus for the session, eg bring a joke, wear a hat, listen to a story on SeeSaw/Tapestry, practise a song, bring an object related to one of the online activities/curriculum etc. Or set an activity in advance, eg tell them to watch a story on You Tube and then ask questions during the session...
- ✓ Aim to limit to 15 minutes.
- ✓ Share their screen if they have images which you want them to talk about and see.

## **Teaching Assistants**

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

Supporting pupils who aren't in school with learning remotely. This could be by continuing intervention groups, hearing readers remotely, sending supplementary work home or supporting well-being. The support could be provided via online videos, activities, telephone calls and SeeSaw.

Teaching Assistants may need to attend virtual meetings with teachers.

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**

Alongside their teaching responsibilities, subject leads are responsible for:

Liaising with teaching staff and 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 other subject leads within the school (and Gosforth Schools' Trust when networks restart remotely) to make sure work set remotely across all subjects is consistent, and appropriate to age expectations.

## **Senior Leaders**

Alongside any teaching responsibilities, 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 discussions with teachers, key stage leads and subject leads.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Continuing to provide support for staff through communications by email, phone calls and signposting staff to outside agencies if necessary.

Ensuring that staff have access to resources.

Supporting staff well-being and ensuring that workload is reasonable.

Remain up to date with DfE guidance, research and the work of other schools so that best practice can be learnt from and applied.

## **Pupils and Parents**

We expect children to:

Complete the tasks and activities on time, where possible.

Seek help if they need it, from teachers or teaching assistants, by asking questions on the app if they are able to.

Respond to feedback.

We expect parents and carers to:

Make the school aware if their child is unwell or can't complete work.

Seek help from the school if they need it regarding children's well-being and learning.

Access the resources and offer support to the children as far as possible.

Understand the difference between:

a full offer in the case of a partial closure or where a whole class is self-isolating

a partial offer where a small group of children are isolating but the teacher is still teaching a full class or the whole class is self-isolating and the teacher is unwell

a skeleton offer where all staff for the KS are unable to work due to illness and school is relying on signposting children to other providers or seeking help from a partner school in the Trust.

### **Governors**

The GB will:

Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible.

Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

*Please see attached Learning@Home Plan (staff) and the Online Learning Offer (parents and carers) for further information.*

Policy created May 2020

Updated June 2020, September 2020, November 2020 and January 2021