



**SUMMERFIELDS
PRIMARY ACADEMY**

Remote learning policy/plan

TO BE REVIEWED _____

Introduced: September 2020

Ammended January 2021

Written by J. Tabbner

Signed..... 

Approved by the Governing Body on:

Signed..... 

Intent

At Summerfields Academy we recognise that in the current climate a 'bubble, key stage or full school' could be closed due to an outbreak of Covid -19 at any time during the term. We also appreciate that members of families may need to isolate if contacted by 'track and trace'. This policy sets out our aims in the event of such an incident.

We are committed to six underlying principles, as agreed by the Barnsley School's Alliance, which underpin our remote education plans:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.

Communication between school and families is key during these periods of time. Summerfields has several lines of communication. 1, by phone, 2, via email, 3, Via class Dojo or Microsoft Teams. We aim to ensure that no family is remote from school during an isolation.

If a child is ill with Covid school will not be sending work home, the child needs time to recover and get well. If a teacher is ill we will endeavour to provide support via pre-recorded video clips

In the instance of a child needing to isolate the class teacher will be informed and they will send home work linked to the weekly class timetable

In the instance of a bubble closure, school will send home a 'HELP' pack (home education learning pack) this will contain comprehension tasks, English and Maths tasks and explore activities.

Lessons will be provided for children in the key areas of the curriculum; English, reading, writing, SPaG. Maths and Explore. It is intended that no child should miss out on their learning and we will equip them with the skills they need to continue to learn.

Implementation

1. We will ensure that pupils have meaningful and ambitious work each day in a number of different subjects. We will plan a delivery that is of equivalent length to the core teaching pupils would receive in school, teaching the same curriculum to all pupils whether at home or in school, ideally including daily contact with teachers

2. We will 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 practiced in each subject.

Teachers will daily upload or teach 'live' an English, maths and reading activity via Teams that the children can access. There will also be Explore challenges to choose from for afternoon learning and a weekly physical education opportunity, Support staff will offer a weekly reading opportunity via teams. There will also be weekly drop in sessions with a senior leader, as well as daily afternoon intervention and learning support.

In the foundation stage, staff will upload a maths and phonics activity as well as a daily story and creative challenge to share.

The Remote education offered will total between 3 and 4 hours a day.

3. We will provide frequent, clear explanations of new content via a weekly timetable, delivered by a teacher in the school or through high-quality curriculum resources or videos.

Feedback will be given daily via Dojo and parents can contact staff in real time through this app. Pupils are encouraged to contact staff during 'live' sessions via the chat option on teams.

4. We will gauge how well pupils are progressing through the curriculum and set a clear expectation on how regularly teachers will check work.

5. We will 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

6. In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance keeping children safe in education, we

will implement any additional measures that will help to keep pupils safe online.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavors to secure the special educational provision called for by the pupils' special educational needs remains in place.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Support staff will be available to deliver bespoke curriculum if necessary and readily support and feedback.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach. Parents and the team around the child will make an informed decision as to the best approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so.

We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement.

Engagement

Parents are asked to upload evidence of pupil work Via Dojo or Early Essence in Foundation Stage Daily.

Staff will monitor attendance to Teams meetings, dojo activity and collection of paper packs. We will contact weekly any families where there has been no evidence of engagement to offer advice and support. Class teachers will message via Dojo in the first instance followed by a call from the Parents support worker and SLT in some cases.

It is advised that a routine be set up at home to support your child's learning. For further support with this we will provide a weekly timetable in advance. Parents are encouraged to keep communication with school via Dojo or phone to help.

We also recognise that whilst parents at Summerfields have access to the equipment needed for the learning, many work from home and need the devices during the school day themselves. With this in mind all sessions are recorded and can be accessed at a later point in the day. Paper packs are offered and will ensure children can still be consolidating learning. Communication is still available via the Dojo app or telephone.

Impact

It is hoped that during these closure or isolation times pupils will remain on track with their peers and be ready to return to school, picking up the in class learning without any gaps. Staff are able to identify gaps through feedback and 'plug' them before they widen.

"different approaches to remote learning suit different types of content and pupils" (EEF, 2020) and Summerfields Primary Academy will continue with their individual methods ensuring that the elements of effective distance learning are ever present (EEF, 2020)

How to access device support

School have a limited number of devices available to loan to families where they have no access to online learning. If you feel you require a device;

- Phone the school office where a member of staff will discuss the issues.
- If there is no other option a loan agreement form will be filled in, this needs to be signed by the parent prior to receiving a device.
- All devices MUST be returned to school on the first day back after and isolation, bubble closure or lockdown.
- Any damage or loss of equipment MUST be paid for.

School also has a limited number of DATA SIMS available upon request.

Parents are all linked up to our **Dojo system** and we ensure work is available via that platform. Parents are also asked to photograph and upload their child's work to the portfolio for feedback.

Paper packs can be obtained by messaging the school office, they will be available for collection from 10 am on the Monday of that school week.

This policy is not exhaustive and we at Summerfields would encourage you to get in touch with any issues or questions you may have. Our aim is to support all in our community during these times of difficulty. Advice and support has been sent out via letter to all families and is also available daily to support technical issues.

School office: 01226 722480

Dojo: use your messaging function to contact the office, class teachers or Head Teacher

Teams: For live support use the chat function on Microsoft Teams