

# THE WILLOWS PRIMARY SCHOOL



## REMOTE LEARNING OFFER

### Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author: Deputy Headteacher

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Signed :

## **Introduction**

Education is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, schools should consider providing remote education equivalent in length to the core teaching pupils would receive in school, including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Good practice is considered to be:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2

## **Aims of this policy**

- To outline the approach The Willows Primary School will take in providing remote learning for pupils during any future home learning scenarios. This includes provision for children, who are isolating at home and provision where there is a partial or full closure of the school or year group bubble for any reason.
- To outline the steps that the school will take to ensure staff are able to deliver remote learning, whilst maintaining a focus on their wellbeing and workload. This will include taking all steps to avoid staff 'double working'.
- To provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.
- To outline the support parents can request from school when in need of devices for home learning.

**During a national pandemic remote learning will be offered where the following circumstances have been met:**

- A child who has displayed symptoms of the virus and is awaiting a test at home\*
- A child has to isolate as a result of a positive test in the family which does not result in a bubble closure

- A confirmed case of a pupil or staff member which results in a year group bubble closure
- A school initiated closure due to insufficient staffing to operate safely
- A local area out-break resulting in a directed school or year group/s closure.
- A nationwide directed school closure

\*Work is only expected to be completed at home if the child is well enough to do so.

### **The remote curriculum: what is taught to pupils at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

#### **Remote learning for individual/small groups**

Where an individual is self-isolating at home as a result of a positive test in relation to a pandemic related virus, school will provide paper based work packs. These include literacy, maths and wider curriculum activities and have been created to keep pace with the current curriculum objectives being taught in each year group.

Further high quality resources (as promoted by the DfE) will also be linked on the school website ([www.thewillowsprimary.org](http://www.thewillowsprimary.org))

Self-isolation packs should be returned to school at the end of the isolation period. The completed activities will be reviewed by the pupil's class teacher.

School will not provide self-isolation packs while pupils are awaiting a test results.

#### **Remote learning during a bubble or wider school closure**

During a pandemic, where a year group or the entire school is required to close due to a positive case, because of staff shortages or a local/national lockdown, we will activate our online learning platform SeeSaw. ([www.SeeSaw.me](http://www.SeeSaw.me))

Online remote learning will follow a similar format to that which was used during the Spring/Summer 2020 lockdown with a consistent approach being applied across year groups and age phases. Learning activities will follow the planned curriculum for each year group.

Each week pupils will be provided with an overview of the expected tasks they need to complete in English, Maths and the wider curriculum. One activity for each of these areas will be set every day and pupils will be expected to upload responses or photos of their learning to SeeSaw.

Where appropriate, videos and links may be used to signpost remote learning activities. Maths will continue to follow the White Rose Curriculum and we will use their online videos and resources as these closely match our day to day teaching in school. White Rose work books may be sent home with children to support their maths learning. We will supplement English and other curriculum learning areas with videos created by Oak National Academy. All of these online resources will be signposted on our school website in the result of a lockdown.

<https://www.thewillowsprimary.org>

## **Timetabling and Accessibility**

We understand that the home environment does not have the same facilities as school so we aim to provide remote learning tasks that are accessible for everyone. We carefully plan and use a limited amount of online videos and inputs to ensure that large families or those with limited access to data and devices are not disadvantaged in this way.

Typically, in school children complete English (Reading, Writing and either phonics for EYFS/KS1 or Spelling for KS2) and Maths lessons in the morning and wider curriculum lessons in the afternoon.

For remote learning, we plan learning activities in KS1 (Year 1-2) that will take between 2 and 3 hours daily, including time taken to watch any planned video inputs online. It is likely younger children may need a small amount of adult support to access these.

Remote learning planned learning activities for children in KS2 (Year 3-6) should take between 3 and 4 hours, if completed correctly including the time taken to watch any accompanying instructional videos or inputs.

Children in the Early Years Foundation Stage are set work daily with a flexible approach to the amount of time required. Occasionally, pre-recorded videos with direct teaching in the EYFS are used to support our youngest children with their home learning.

Timings are flexible and if children are enjoying particular tasks, they may wish to spend longer on them.

All remote learning can be further supplemented by additional online learning activities, which will be referenced on the school website, in the event of a national or local lockdown.

## **Accessing Remote Education - Further information about SeeSaw**

SeeSaw is a secure online learning platform used in many schools to support both the computing curriculum and, when required, remote learning. Pupils at The Willows already use SeeSaw as part of their ICT and computing curriculum in school and are familiar with how to upload and share learning with their class teachers.

Should remote learning via SeeSaw be required, pupils will be given their own individual details to securely access SeeSaw on a tablet or browser at home. This is through a home learning QR code/unique pin. Instructions on how to access SeeSaw via an Xbox or Playstation console will be available on our website, in the result of a local or national lockdown.

<https://www.thewillowsprimary.org>

By default, pupil accounts will be set to private and they will not be able to see, comment or like each other's work and learning. If appropriate e.g. for group work, these settings will be altered by the class teacher or administrator and additional monitoring of uploads will then take place. Default settings will always be re-instated once the group work activity has been completed.

## **Safeguarding**

If any inappropriate content is uploaded, it will be evidenced, removed and shared with either the Headteacher (Designated Safeguarding Lead) or the Deputy Head (Deputy DSL). Any inappropriate behaviour will be dealt with in-line with our e-safety and safeguarding policies and may result in a

suspension of a pupil's SeeSaw account for a period of time. Any instance of inappropriate behaviour on the learning platform will be reported to and discussed with parents/carers.

### **Digital, Online and Computer Access at home**

We recognise that some pupils may not have suitable online access at home. The school will make its best endeavours to provide access to laptops, devices and connectivity support for pupils where they would not otherwise have access. This will include using the laptop allocation from the Department for Education as well as other wifi and data resources and tablet access where we can source it. In almost all cases we can provide some form of support for pupils who are struggling to access online learning. Over the past lockdowns this has included:

- Laptops
- Tablets
- Data SIM cards
- Data boosts for most mobile providers

Parents/carers of pupils borrowing a laptop or tablet must sign an Acceptable Use Agreement before a device is given for remote learning.

### **Engagement and feedback**

On SeeSaw, teachers are able to give feedback on learning through 'likes' and commenting on children's work. Sometimes this will be an acknowledgement of learning and sometimes it will be a next step which the child will need to act upon. There will be a balance of feedback over time and it is not expected that every piece of remote learning receives written feedback from the teacher.

### **Assessing children's work and progress**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods of feedback, amongst many others. SeeSaw provides the opportunity for feedback to be provided promptly online. It allows a dialogue to happen between the teacher and pupil/ parent and can be verbally recorded or written.

### **Expectations for engagement and the support that parents and carers should provide at home, in the event of future local or national school closures.**

We expect:

- All parents to support their children to access SeeSaw and other resources as appropriate at home.
- Children to complete the tasks set at a suitable time during the day
- Children to upload completed work or evidence, at a suitable time during the day

### **Notifying parents of non-engagement**

Class teachers monitor who is engaging with online learning and report any concerns they have to the Headteacher or Deputy. If there is a lack of engagement from a pupil, parents will be contacted by a member of the Senior Leadership team to provide support or advice as required.

### **Supporting pupils with additional needs**

We recognise that some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Teachers differentiate learning, for example within phonics and spelling groups to ensure that children get focused learning activities that are targeted at their specific areas of development.
- All of our online inputs and videos can be accessed at any time to enable parents to support their children's remote learning at a time suitable to them.
- Parents' of children with SEND can contact school for support through our office email should they wish to speak to someone about their child.

## Appendices

### Appendix I - Government Guidance (21<sup>st</sup> October 2022)

#### What to provide

Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided instead of school led video content.

Schools will already have remote education plans in place that have worked for them when face-face education has not been possible. You can continue to use established remote education plans with which staff, pupils and parents and carers are familiar.

Those requiring further guidance to develop remote education provision should consider the following:

- where applicable, continuing to use the digital platform for remote education provision that has been used consistently across the school to allow interaction, assessment and feedback and make sure staff continue to be trained and confident in its use
- continuing to overcome barriers to digital access where possible for pupils by, for example:
  - distributing school-owned laptops accompanied by a user agreement or contract if possible
  - securing appropriate internet connectivity solutions where possible
  - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
  - having systems for checking, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
  - identifying a named senior leader with overarching responsibility for the quality and delivery of remote education if schools feel this will be useful

When teaching pupils remotely, schools should continue to consider how to transfer into remote education what we already know about effective teaching in the live classroom. This should include opportunities for regular feedback and interaction with teachers and peers during the school day.

Schools should consider this guidance in relation to the pupil's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. For example, children in key stage 1 or reception often require high levels of parental involvement to support their engagement with remote education, which can make digital remote education provision a particular challenge for this age group.

Schools should continue referring to the school attendance guidance. They should continue to keep a record of, and monitor pupils' engagement with remote education, but this does not need to be tracked in the attendance register.

## Appendix II - Quick Reference

Scenario	Remote Learning Provision
A child has displayed symptoms of a pandemic related virus or is having a test for another reason	No remote learning or paper pack provided
A child has to isolate as a result of a positive test in the family which does not result in a bubble closure	Paper remote learning packs provided
Confirmed cases of a number of pupils results in a year group bubble closure	Remote learning though SeeSaw online platform
A school initiated closure due to insufficient staffing to operate safely	
A local area out-break or national measures result in a directed school or year group/s closure.	

## Appendix III - Websites for further reference

<https://web.seesaw.me/>

[www.thenational.academy](http://www.thenational.academy)

[www.whiterosemaths.com](http://www.whiterosemaths.com)

[www.thewillowsprimary.org](http://www.thewillowsprimary.org)