

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 :

The context for remote learning is defined by Government guidance – (Appendix I)

Aims

- To outline the approach The Willows Primary School will take in providing remote learning for pupils during the Coronavirus pandemic. 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, data or wifi for home learning.

Remote learning will be offered where the following circumstances have been met:

- A child who has displayed symptoms of Coronavirus 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.

*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 as a result of a confirmed Covid-19 case at home, school will provide paper based work packs to be sent home with the child. 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) are also linked on the school website (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.

Remote learning during a bubble or wider school closure

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)

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 will 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 are signposted on our school website. www.thewillowsprimary.org/home-learning

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 phonics - EYFS/KS1 or spelling - KS2) and Maths lessons in the morning and wider curriculum lessons in the afternoon. 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.

Planned learning activities for children in KS2 (Year 3-6) should take between 3 and 4 hours, if completed correctly including the time take 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 with home learning

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

All remote learning can be further supplemented by additional online learning activities referenced on the school website - www.thewillowsprimary.org/home-learning

Accessing Remote Education - Further information about SeeSaw

SeeSaw is a secure online learning platform used in many schools to support curriculum and 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.

Pupils have secure access to SeeSaw on a tablet or browser at home through a home learning QR code/unique pin. Instructions on how to access SeeSaw via an Xbox or Playstation console can be found on our website. <https://www.thewillowsprimary.org/links-resources>

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. Further information can be found at www.thewillowsprimary.org/help-get-connected In almost all cases we can provide some form of support for pupils who are struggling to access online learning including:

- Laptops
- Tablets
- Data SIM cards
- BT Hot Spot Access (unlimited to July 2021)
- Data boosts for most mobile providers

Parents/carers of pupils borrowing a laptop or tablet must sign an Acceptable Use Agreement before a laptop 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, 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 recorder or written.

Expectations for engagement and the support that parents and carers should provide at home.

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 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 focussed 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 (as of September 25th 2020)

Where a class, group or small number of pupils needs to isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision.

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 progressive, 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 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 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.

Appendix II - Quick Reference

Scenario	Remote Learning Provision
A child who has displayed symptoms of Coronavirus and is awaiting a test at home	Paper remote learning packs provided
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	Remote learning through SeeSaw online platform
A school initiated closure due to insufficient staffing to operate safely	
A local area out-break results in a directed school or year group/s closure.	

Appendix III - Websites for further reference:

www.SeeSaw.me/about

www.thenational.academy

www.whiterosemaths.com

www.thewillowsprimary.org/home-learning

www.gov.uk/guidance/remote-education-during-coronavirus-covid-19