GOODYERS END PRIMARY SCHOOL

Continuity of Learning Policy

This document is to enable the Governing Board of the school to fulfil its statutory responsibilities under the Coronavirus Act 2020; Provision of Remote Education (England) Temporary Continuity Direction.

Adopted by the Governing Board:

Signed: ……………………………………..   Chair of Governors

          ……………………………………….   Headteacher

Date: Autumn 2020

Date of next review: Summer 2021

The review of this policy will be as and when required in response to national guidance, in particular in relation to the Coronavirus Act 2020 and in light of continuous school-based monitoring and evaluation.

Based on Model policies from other local schools and information from The Key.

1. INTRODUCTION AND AIMS

In September 2020 all of our classes returned to full time education following the COVID-19 national lockdown in March 2020. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore implemented a plan for remote learning so that children can continue with their education.

The Continuation of Learning Policy is supported by other policies and procedures which are available to staff and/or parents as relevant. These include:

- CP & Safeguarding Policy
- Acceptable Use Agreement
- Online Learning Agreement
- Pupil Behaviour Policy
- Online Safety Policy
- Recording and Use of Images Consents
- Staff Behaviour (Code of Conduct)

Aims

This continuation of learning policy aims to:
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

This Continuation of Learning Policy has been written as guidance for staff and parents following the experience of a period of national lockdown when all schools were providing remote learning to their pupils.

The policy sets out the systems and technology that staff will use to keep the learning experience going for children, and details of how they can be used effectively and safely, while allowing for the differing needs of families.

The school's Online Safety Policy and Acceptable Use Agreements have been updated to include Home Learning.

The strategy outlined below is based on:
- A blended approach to teaching and learning, maintaining our pedagogical principles.
- Using existing tools with which staff are likely to be familiar to provide a suitable online learning environment and provide learning partnership opportunities.
- Supporting families with limited or no access to digital devices or internet coverage.

The school has adopted a Tiered Approach
1. Individual child self-isolating
2. Bubble closure/year group
3. Whole school closure

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2. DEPARTMENT FOR EDUCATION REMOTE LEARNING EXPECTATIONS

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, the Department for Education (DfE) expect schools to have the capacity to offer immediate remote education. Schools should ensure remote education, where needed, is high quality and aligns as closely as possible with in-school provision.

When teaching pupils remotely, The DfE 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 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.

3. A FLEXIBLE APPROACH

We understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have less time and some children will be able to work more independently than others or need greater challenge.

Due to this we are providing a flexible approach to remote learning. For Key Stage 1 and 2 children, we will be offering daily live lessons with the class teacher or another teacher and the Teaching Assistant. This may be whole class or small group lessons depending on the needs of the children. For EYFS children we will be using Tapestry and Microsoft Teams (hereafter referred to as Teams), to ensure that children have a mixture of practical and physical activities (uploaded videos) and daily stories on Teams. All children have been provided with a set of CGP study books to support their learning at home.

We will offer a variety of daily online and offline learning activities across the curriculum so that pupils can work their way through things at their pace and can fit around family circumstances.

Tier One Approach: individual pupil self-isolating
- The focus of learning will be in line with the content studied by their peers at school
- They will receive an initial phone call from a member of staff from school to set up a daily Teams call and to set the expectations of blended learning during their isolation period
- Children have access to Reading Bug Club and Times Tables Rock Stars/Numbots (hereafter referred to as TTRS).
- Daily mini lessons to introduce work and assess completed work with an available adult.

Tier Two Approach: 'bubble' self-isolating
- Parents to receive an overview of the week's learning with specified times for the Teams calls and an overview of the lesson focus.
- Children to continue to use daily: Bug Club and TTRS.
- Children to have their CGP books ready to assigned pages for completion.
- Children to access 'assignments' section on Teams for further activities to support their home learning.

Tier Three Approach: whole school lockdown
- As above but that the class teacher will lead the Teams calls (assuming that they themselves are not unwell).

4. ROLES AND RESPONSIBILITIES

Teachers will be available between 8:45am and 3:15pm. If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal procedures. Teachers will continue to use their time after 3:15pm for marking and preparation of lessons for the next day. They will not be available or accessible to children and parents after this time, as is normal practice.

Teachers are responsible for:
- Providing work for their class and any additional pupils self-isolating at the same time
- Setting English and maths activities daily
- Setting a foundation subject activity, this may be daily or span over the week.
- Uploading the activities on to our remote learning platform through Teams or class dojo.
- Questioning, assessing and checking work to determine how well children are progressing through the curriculum.
- Providing feedback to individuals, groups of pupils or the whole class.
- Keeping in touch with pupils and parents.

Year groups should continue, where possible, to use year group plans already in place for the duration of the home/online learning. This will ensure consistency across the year group with a well sequenced curriculum enabling knowledge and skills to continue to progress.

Teaching Assistants must be available between 8:45am and 3:15pm (or their usual part time hours if different to these). If a teaching assistant is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal procedures.

Teaching assistants are responsible for:
- Supporting pupils with learning remotely.
- Support the teacher during live lessons, responding to chat/questions.
- Providing small group or intervention group work closely aligned to their practice in the classroom.
- Providing differentiated support as directed by the SENCO/class teacher.
- Attending virtual meetings with teachers, parents and pupils.

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Senior Leaders are responsible for:
- Co-ordinating the remote learning approach across the school.
- Advising on specific curriculum areas and for groups of pupils with special educational needs.
- Helping to identify children who may need support and/or accessing appropriate resources.
- Monitoring the effectiveness of remote learning (added to additional teams)
- Monitoring the security of remote learning systems, including data protection, online safety and safeguarding considerations.

Designated Safeguarding Leads are responsible for:
- Maintaining contact, collating, passing on information and responding to any concerns.

5. CONTINUITY OF LEARNING STRATEGY

We are providing remote learning through a range of sites and services, most of which are part of our usual online provision for children, which we have spent years integrating into our practice.

Online learning will complement the paper-based activities sent home with children. There is no expectation that parents need to print out work. Work can be uploaded back on to Teams and Tapestry sites, using most devices.

Effective Workflows for Pupil Tasks and Communication

Providing daily guidance, encouragement and activities will be essential in maintaining pupils' progress during school closures. Having a clear, understandable workflow in place for tasks and support materials will become increasingly vital and hard to establish once children are at home. For this reason it is important to create and communicate a digital workflow from the outset. For class based dialogue, Teams, Tapestry (EYFS) and Class Dojo are our main methods of communication between school and families and are used for posting weekly and daily timetables and text, audio, video and photo updates. Families should download the Teams app on to their devices.

Creating Support Materials for Learning

Issuing and completion of tasks alone will be insufficient for most pupils after the first few days and will rapidly become very dull for them - it is necessary that some form of teaching continue, albeit at a distance. Live lessons are a part of the offer from the school alongside our asynchronous approach.

Staff will use Teams/Tapestry to create videos to support direct instruction teaching combined with a visualiser or presentation software such as PowerPoint.

Children will continue to have access to their individual account on Times Tables Rock Stars and Reading Bug Club.

Any use of online learning tools and systems are in line with privacy and data protection (GDPR) requirements. Staff will not use online tools which have not been approved through the GDPR processes.

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Warwickshire Blended Learning Platform

School staff and parents will be directed to use the Warwickshire Blended Learning site which contains over 100 websites (reviewed by teaching staff in Warwickshire schools), to support the variety for online resources available. On-line tutorials are also available for staff CPD.

https://sites.google.com/welearn365.com/wccblendedlearning/home

Providing Daily Pastoral, Social and Learning Support

If schools remain closed for more than a few days, the need for staff to check in on pupils will grow - from both an academic and pastoral point of view. Online modes of learning can mask things which would be obvious in school, such as whether a pupil is struggling with some aspect of their learning or mental wellbeing. School staff are relationship builders and connectors, so a practical response would be to hold short video conferences with small groups or a class of pupils on a regular basis so that teachers and pupils have a space in which to talk about how things are going, to maintain a sense for them, of being part of a class.

Safe, supervised and structured opportunities will be offered for children to 'meet up' with their teacher and classmates. This type of social exchange between teacher and pupil and between peers is an important part of teaching and learning. This will be done using Teams. Staff have used a 'Friday Fun Session' to catch up with children and provide activities to re-engage them with their love of learning – staff will use this approach weekly.

Communication between staff and children/families must be through the authorised school systems and not through email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy, Staff Behaviour Policy (Code of Conduct) and Acceptable Use Agreements.

- An appropriate adult must remain in the same room as the child during video calls to monitor and ensure they are safe and using the technology appropriately.
- Children must take part in the meeting in a suitable communal environment and be appropriately fully dressed. School uniform is not required.
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background. Blurred or virtual backgrounds are recommended.
- The teacher must make sure all children have left the call correctly once it is finished - before ending the meeting and turning off any devices.
- As per the online learning agreement, screenshots, photos or recordings of Teams video calls must not be made/shared by pupils.

Due consideration should be given by staff before sharing photo, audio or video, as to whether there are any issues regarding reputation, professional conduct, online safety or Safeguarding and photo permissions.

- No staff member will contact parents or children on Teams outside of any pre-arranged meeting. A teacher and one other staff member will be present throughout planned video calls to help safeguard all participants and monitor appropriate use.
- Staff will ensure appropriate security settings are in place for the meeting, ensuring that access is only granted to the expected registered users.

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6. EDUCATIONAL PROVISION

While we understand that remote learning may be easier for some families than others we no doubt all agree that keeping regular learning going during partial or full closures is of vital importance in reducing further impact on children's education.

Staff will post daily flexible timetables on Teams/Tapestry for their class. This will outline a range of online and offline learning activities in a variety of subject areas and contain tasks and links to follow a coherent curriculum, replicating what would have been taught in class, wherever possible, in any order and at a time that suits. We appreciate that some families may not be able to engage with the full timetable.

Opportunities to join in with time-scheduled live events will be highlighted.

Throughout the day, further posts on Teams/Tapestry will add extra detail, feedback or examples as necessary.

Parents Evening and Parent Meetings:

It is important that staff are able to meet face to face with parents when discussing their child. We will use the conference facility through Teams to enable staff to conduct parent meetings, including Parents' Evenings.

7. PROVISION OF DEVICES

If a child does not have access to a computer/laptop/tablet and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Where funding can be accessed, internet-enabled devices and/or 4G connections will be sought, particularly for disadvantaged children. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

The Department for Education has stated that devices can be ordered for disadvantaged children in years 3 to 11 who are unable to attend school when:

- A primary school is only open to vulnerable children and the children of critical workers.
- A school has 15 or more children in years 3 to 11 who are self-isolating, having each been exposed to a confirmed case outside the school community.
- A local health protection team has advised a group of children in years 3 to 11, (such as a 'bubble' or year group) not to attend school.
- A school is fully open but supporting a disadvantaged child living in another area who is unable to attend due to local travel restrictions.

OUR REMOTE LEARNING OFFER

Circumstance	Remote Learning
A child is absent because they are awaiting test results and so is required to self-isolate.	• Access to Reading Bug Club • Access to Times Tables Rock Stars/NumBots • Access to Oak Academy – recorded lessons & activities
A child is self-isolating for 14 days because they have been in contact with someone who has tested positive, but their bubble remain in school.	• Access to daily work via Teams/Tapestry (planned for the day) • Access to live lessons where possible • Additional work set on Numbots/Times Tables Rockstars • Signposted to White Rose Maths - home learning videos and accompanying resources following on/mirroring the maths unit being covered in the classroom at the time • Signposted to Oak Academy - video lessons and accompanying resources following on/mirroring the topics being covered in the classroom at the time • Access to CGP books; page numbers to be assigned as appropriate • Access to phonics/spellings activities on Teams • Access to handwriting practice on Teams • Teacher/teaching assistant checking in on Teams/Tapestry

My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for COVID-19.
 	
or
 	
We enter another lockdown with total school closure.
	• Weekly timetable set on Teams outlining offline and online activities to be completed (including daily online lessons), incorporating Teams videos, paper-based work and online platform tasks.
	• Daily Lessons:
	  o Maths
	  o English
	  o Topic
	  o PE - signposting activities for exercise at home (e.g. Joe Wicks)
	• Teacher/teaching assistant on Teams to provide additional support, audio/video/written feedback, prompts
	• Access to CGP books – page numbers to be assigned as appropriate
	• Access to phonics/spellings activities on Teams
	• Access to handwriting practice on teams
	• Teacher/teaching assistant checking in on Teams / Tapestry