



# Southfields Primary School

## Remote Learning Policy

**Date agreed: March 2020**

**Review Date: March 2025**

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.



## 1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND/vulnerable or have additional emotional behaviour needs
- Provide clear guidance regarding expectations to members of the whole school community with regards to delivering high quality interactive remote learning as well as fully utilising the breadth of IT support tools available in both the core and broader curriculum areas.
- Include continuous delivery of the school's broad curriculum, with enhance support of pupils' well-being
- Ensure that pupils have access to both new learning and prior learning to ensure that skills and concepts are built upon systematically
- Endeavour to support pupils to engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback reported as part of high-quality assessment for and of learning throughout the day
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to. Share behaviour and conduct guidance that sets high standards in access and delivery of lessons so that these are understood by pupils, their parents/cares as well as teachers and other staff accessing learning platforms
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have access to the things they need laptops/stationary
- Consider the needs of groups of learners who may need additional support or have allocated funding Pupil Premium/FSM, EAL,LAC,PLAC,SEND EHCP.

## 2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are

attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school this is planned for as part of the planning sequence with both in school and remote timetables – allowing children to seamlessly move between the home and school. If individual pupils are not in school it will be as stated above a combination of approaches due to the teacher and TA still teaching the majority of pupils there will be daily contact on Dojo and appropriate work and access agreed which will be shared with parents/carers and children.

- Children who are part of a whole bubble which is not permitted to attend school because Public Health have recommended closing the bubble – it may not be necessary to close a whole class bubble with one positive case as it is measured by an audit, track and trace information sharing.
- Children who attend the school and are now being educated at home due to a local, regional or national government lock down
- Please report illness parents/carers using this link <https://forms.gle/kUJEkVXV26V67Zdw9>

### 3. Resources

Resources to deliver this Remote Education Plan include

- Class Dojo
- Google classroom
- Active Learn - Bug Club, Power Maths and Phonics Bug
- Discovery learning – Espresso – full curriculum home access
- Timetables Rock Stars
- IXL
- Learning by Question LBQ
- Pixl
- Oxford Owl
- Out of the Ark music
- Purple Mash
- Tapestry EYFS
- School website school made resources
- Pre-recorded Video (stored on secure youtube link)
- BBC bitesize
- Pinpoint Maths – times tables tests
- Scratch
- Tinkercad – 3d design academy
- J2blast – computer databases and maths data
- Signposting to specific online resources to support the wider curriculum such as Jo wicks in the last lockdown
- Additional equipment will be offered to pupils who need stationary or would like to borrow one of the school laptops or national laptops allocated by the government
- Food Parcels and support for families can be applied for to help using these links

- Food Hampers <https://forms.gle/H9idtqV12fmXkJuo9>
- Clothing and uniform <https://forms.gle/S1cN3BqaKxcHxFEi7>
- Pre school and after school support where employees change hours and you need support <https://forms.gle/c8CqLvE4M9zKH1L78>
- Contacting the Headteacher via Dojo/email I will endeavour to help with any other support you need – I check this regularly including throughout the evenings so please do not worry alone I will help if I can.

### Staff CPD

Training documents on staff share linked to remote learning

How to make a video on you tube and upload it

How to access online resources – passwords and quick links for Teachers and TAs

Follow the link to access these staff - <https://sites.google.com/southfields.peterborough.sch.uk/sfnet/home/staff/tech-support/how-to>

### Information for parents

School intranet for parents with all of the links to online learning follow this link to get to parent and pupil intranet

[www.southfieldslinks.co.uk](http://www.southfieldslinks.co.uk)



### Learning at home guidance document

- Passwords and links for parent’s paper based as well as school intranet quick links
- Dojo quick links to messaging
- Access to additional resources IT and stationary
- School website quick links to forms and internet links
- The smile club – post something that makes us all smile and join the smile club

### Use of video

Sequences of lessons

Daily post for pupils – Morning Sunshine ☺ year leader overview of the day and links to characteristics or learning, involvement, engagement, mental health and wellbeing.

Links to bedtime stories for each year group – Pre recorded – all staff to record a story as part of our reading in school initiative.

<https://www.southfieldsprimary.co.uk/page/?title=Bedtime+Stories&pid=472>

### Printed learning pack

Weekly for each year group at 3 levels of access (ARE age related, SEND and Deepen and Higher Learning) – there is a clear learning sequence and staff make these to use for the following week during PPA time and have them ready to share with the office if needed to be copied.

### Books and other physical learning materials

- Power Maths text book and work book
- Support tools for phonics sounding where appropriate
- High Frequency Word mats and Year group word tins
- Pictures and text stimuli
- Phonics practise sheets
- Motor skill practise sheets

The detailed remote learning planning and resources to deliver this policy can be found here:

- Timetable and structure for remote learning guidance document

Reception remote learning plan

	9-10 am	10-10:30am	10:30-11:30 am	11:30-12 am	12-1 pm	1-2 pm	2-2:45 pm	2:45-3 pm
Monday	Phonics See overview + phonics play website	Live zoom with class teacher Snacks and break	English activities See overview	Physical play/ outside activities	Lunch	Maths activities See overview	Child initiated learning	Story video from Head of EYFS/ Class Teacher
Tuesday	Phonics See overview + phonics play website	Live zoom with class teacher Snacks and break	English activities See overview	Physical play/ outside activities	Lunch	Maths activities See overview	Child initiated learning	Story video from Head of EYFS/ Class Teacher
Wednesday	Phonics See overview + phonics play website	Live zoom with class teacher Snacks and break	English activities See overview	Physical play/ outside activities	Lunch	Maths activities See overview	Child initiated learning	Story video from Head of EYFS/ Class Teacher
Thursday	Phonics See overview + phonics play website	Live zoom with class teacher Snacks and break	English activities See overview	Physical play/ outside activities	Lunch	Maths activities See overview	Child initiated learning	Story video from Head of EYFS/ Class Teacher
Friday	Phonics See overview + phonics play website	Live zoom with class teacher Snacks and break	English activities See overview	Physical play/ outside activities	Lunch	Maths activities See overview	Child initiated learning	Story video from Head of EYFS/ Class Teacher

### Year 1 Remote Learning Timetable Plan

	9:00 – 9:30	9:30 – 9.50	9.50-10.30	10:30 – 11	11:00 – 11:20	11:20 – 12:00	12:00 – 13:00	13:00-14.30	14.30-15:00
<b>Monday</b>	Phonics/Reading activity.	<b>Live English Zoom Lesson</b>	Complete English Work on Dojo. Lesson 1	BREAK	<b>Live Maths Zoom lesson</b>	Complete <del>Maths</del> Work on Dojo. Lesson 1	LUNCH	Computing Online Learning Tasks	Story time/PSHE
<b>Tuesday</b>	Phonics/Reading activity. <b>Zoom lesson</b>	English video posted to support learning.	Complete English Work on Dojo. Lesson 2		<b>Live Maths Zoom Lesson</b>	Complete <del>Maths</del> Work on Dojo Lesson 2		Science activity.	Story time/PSHE.
<b>Wednesday</b>	Phonics/Reading activity.	<b>Live English Zoom Lesson</b>	Complete English Work on Dojo. Lesson 3		<b>Live Maths Zoom Lesson</b>	Complete <del>Maths</del> Work on Dojo Lesson 3		Topic activity. Arts/Humanities	Story time/PSHE
<b>Thursday</b>	Phonics/Reading activity. <b>Zoom lesson</b>	English video posted to support learning.	Complete English Work on Dojo. Lesson 4		<b>Live Maths Zoom Lesson</b>	Complete <del>Maths</del> Work on Dojo Lesson 4		PE activity	PSHE/ <del>Newsletters</del> .
<b>Friday</b>	Phonics/Reading activity.	<b>Live English Zoom Lesson</b>	Complete English Work on Dojo. Lesson 5		<b>Live Maths Zoom Lesson</b>	Complete <del>Maths</del> Work on Dojo Lesson 5		<b>13:00-13:30</b> Celebration <b>Zoom assembly</b>	<b>13:30-3:00</b> Teacher PPA time TA 1:2/group interventions

Home learning activities will be set on class dojo at the beginning of each week (highlighting: Lesson 1, Lesson 2 etc).

Each day there will be live zoom lessons which will support the children in completing activities. x2 a day.

### Year 2 Remote Learning Timetable Plan

	9:00 – 9:30	9:30 – 9.50	9.50-10.30	10:30 – 11:00	11:00 – 11:20	11:20 – 12:00	12:00 – 13:00	13:00-14.30	14.30-15:00
<b>Monday</b>	Phonics/Reading activity.	<b>Live English Zoom Lesson</b>	Complete English Work on Dojo. Lesson 1	BREAK	<b>Live Maths Zoom lesson</b>	Complete <del>Maths</del> Work on Dojo. Lesson 1	LUNCH	PE – fitness video or games outside.	Wellbeing / Story time
<b>Tuesday</b>	Phonics/Reading activity. <b>Zoom lesson</b>	English video posted to support learning.	Complete English Work on Dojo. Lesson 2		<b>Live Maths Zoom Lesson</b>	Complete <del>Maths</del> Work on Dojo Lesson 2		Science activity (Oak Academy)	Wellbeing / Story time
<b>Wednesday</b>	Phonics/Reading activity.	<b>Live English Zoom Lesson</b>	Complete English Work on Dojo. Lesson 3		<b>Live Maths Zoom Lesson</b>	Complete <del>Maths</del> Work on Dojo Lesson 3		Online Learning Tasks	Wellbeing / Story time
<b>Thursday</b>	Phonics/Reading activity. <b>Zoom lesson</b>	English video posted to support learning.	Complete English Work on Dojo. Lesson 4		<b>Live Maths Zoom Lesson</b>	Complete <del>Maths</del> Work on Dojo Lesson 4		Topic activity. (Oak Academy)	Wellbeing / Story time
<b>Friday</b>	Phonics/Reading activity.	<b>Live English Zoom Lesson</b>	Complete English Work on Dojo. Lesson 5		<b>Live Maths Zoom Lesson</b>	Complete <del>Maths</del> Work on Dojo Lesson 5		Teacher PPA time TA small group interventions	

Home learning activities will be set on class dojo at the beginning of each week (highlighting: Lesson 1, Lesson 2 etc).

### Year 3 Timetable and Organisation

Weekly organisation for bubble/school closure					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
	Introduction to the day				
9:30am	Maths zoom	Maths zoom	Year 3 (SEN) invitation only Maths lesson zoom	Year 3 (SEN) invitation only Spelling/writing lesson zoom Spelling zoom	Year 3 (SEN) invitation only Language for thinking/reading zoom
			English basic skills practise/grammar zoom	Spelling zoom	Maths zoom
10am	Maths - complete set work Use WR Maths video links for support (WR is in line with Power Maths)	Maths - complete set work Use WR Maths video links for support (WR is in line with Power Maths)	Maths - complete set work Use WR Maths video links for support (WR is in line with Power Maths)	Maths - complete set work Use WR Maths video links for support (WR is in line with Power Maths)	Maths - complete set work Use WR Maths video links for support (WR is in line with Power Maths)
11am	Writing 1 – zoom	Writing 2 – zoom	Writing 3 – zoom	Writing 4 – zoom	Celebration assembly zoom Kahoot Quiz
12pm	Minimum of 2 out of 4 lessons to be via zoom				
1pm	Reading – Vocabulary (zoom)	Reading – Think Aloud (zoom)	Reading – Comprehension	Reading – Test Style	Teacher PPA TA 1:1 small group catch-up intervention
1:30pm	PSHE/Picture News – zoom	Class Assembly/as drive plan - zoom	Class Assembly/news bites - zoom	Duolingo/Mr Innes French	
2pm	Science	RE	History	PE	
	Wellbeing/Class book read by Class TA				
3pm	Music lesson – Charanga	Computing – In house IT lead	Art - Oak Academy	PE continued/outdoor activity	

### Year 4 timetable and organisation

2 week organisation for bubble/school closure					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
	Introduction to the day				
9:30am	Mental arithmetic zoom	Maths reasoning zoom	Year 4 (SEN) invitation only Maths lesson zoom	Year 4 (SEN) invitation only Spelling/writing lesson zoom	Year 4 (SEN) invitation only Language for thinking/reading zoom
			English basic skills practise/grammar zoom	Spelling zoom	Mental arithmetic zoom
10am	WR Maths video links – is in line with Power Maths (positive feedback from previous lockdown)	WR Maths video links – is in line with Power Maths (positive feedback from previous lockdown)	WR Maths video links – is in line with Power Maths (positive feedback from previous lockdown)	WR Maths video links – is in line with Power Maths (positive feedback from previous lockdown)	WR Maths video links – is in line with Power Maths (positive feedback from previous lockdown)
11am	Writing 1 – zoom	Writing 2 – zoom	Writing 3 – zoom	Writing 4 – zoom	Celebration assembly zoom
	Minimum of 2 out of 4 lessons to be via zoom				Kahoot Quiz
1pm	Reading – vocab (zoom)	Reading – think aloud (zoom)	Reading – comp	Reading – test style	Teacher PPA TA small group interventions
1:30pm	PSHE/picture news – zoom	Class Assembly/Wellbeing - zoom	Class Assembly/PSHE/News bites zoom	Duolingo/Mr Innes French	
2pm	Romans	PE	Science	RE	
	Class book read by Class TA				
3pm	Music lesson – School resource Charanga (Arts)	Art:	Computing – in house IT lead		

Preferred platform to use for the uploading of work – google classroom

Communication will still be via class dojo

### Year 5 Remote Learning Timetable Plan

	9:00 – 9:40	9:45 – 10:15	10:15 – 10:45	10:45 – 11:30	11:30 – 12:00	12:00 – 13:00	13:00 – 13:30	14:00 – 14:45	14:30
<b>Monday</b>	Live Maths Zoom Lesson	Complete Maths Work on Google Classroom/ Dojo	BREAK	Live English Zoom Lesson	Complete English Work on Google Classroom/ Dojo	LUNCH	Reading	PE – fitness video or games outside	Wellbeing Time and Reading Lighthouse Live Zoom
<b>Tuesday</b>	Live Maths Zoom Lesson	Complete Maths Work on Google Classroom/ Dojo		Live English Zoom Lesson	Complete English Work on Google Classroom/ Dojo		Reading	Science activity on Google Classroom/ Dojo	Wellbeing Time and Reading Lighthouse Live Zoom
<b>Wednesday</b>	Live Maths Zoom Lesson	Complete Maths Work on Google Classroom/ Dojo		Live English Zoom Lesson	Complete English Work on Google Classroom/ Dojo		Reading	Music / Art activity on Google Classroom/ Dojo.	Wellbeing Time and Reading Lighthouse Live Zoom
<b>Thursday</b>	Live Maths Zoom Lesson	Complete Maths Work on Google Classroom/ Dojo		Live English Zoom Lesson	Complete English Work on Google Classroom/ Dojo		Reading	Topic activity on Google Classroom/ Dojo	Wellbeing Time and Reading Lighthouse Live Zoom
<b>Friday</b>	Live Maths Zoom Lesson	Complete Maths Work on Google Classroom/ Dojo		Live English Zoom Lesson	Complete English Work on Google Classroom/ Dojo		Teacher PPA TA led small group sessions		

### Year 6 Remote Learning Timetable Plan

	9:00 - 9:25	9:30 - 10:30	10:30 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00-1:40	1:40 - 2:40	2:40 - 3:00
<b>Monday</b>	Read Theory	Writing (Live/Prerecorded) Activities to accompany	BREAK	Maths (Live/Prerecorded)	LUNCH	TTRS/ Spelling Shed	Topic	Story time/ PSHE
<b>Tuesday</b>	Read Theory	Writing Follow on activities to consolidate		Maths Follow on activities to consolidate		TTRS/ Spelling Shed	Science	Story time/ PSHE.
<b>Wednesday</b>	Read Theory	Reading (Live/Prerecorded)		Maths (Live/Prerecorded)		TTRS/ Spelling Shed	P.E.	Story time/ PSHE
<b>Thursday</b>	Read Theory	Reading Follow on activities to consolidate		Maths Follow on activities to consolidate		TTRS/ Spelling Shed	Art	Picture News/ Story time
<b>Friday</b>	Assembly (Live)	Spellings (Live)		Maths Arithmetic practise		13:00-13:30 Drop in session (well being)	13:30-3:00 Teacher PPA time TA 1:2/group interventions	

In addition to this Teachers, TAs and Leaders may provide support for pupils 1:2 or in small groups for pupils with very specific needs that require additional support – Teachers will contact the parents with additional information if this is the case to outline any variations or extensions needed. This could include speech and language support, behaviour support or cognition and learning support.

- Link <https://sites.google.com/southfields.peterborough.sch.uk/sfnet/home/staff> to resource
- Curriculum resources/maps/plans including for subjects other than English and mathematics by year group

<https://drive.google.com/drive/folders/1X6kold3CmrEEJFLuQOUHKJgT1MZu3wF>

- Teacher Code of Conduct for phone calls/live video/recorded video  
[https://drive.google.com/drive/folders/1Cgasl\\_1fUfs3daKZEoXLbmgZnh22lhKS](https://drive.google.com/drive/folders/1Cgasl_1fUfs3daKZEoXLbmgZnh22lhKS)
- Any downloadable, printable resources  
<https://drive.google.com/drive/folders/1X6kold3CmrEEJFLuQOUHKJgT1MZu3wF>

#### **4. Approaches to Learning: Our Principles**

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects which represent the whole curriculum ensuring that Maths and English writing and reading are taught daily.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time', there will be drama, PE/dance and movement, music and the Arts as well as practical sessions.
- Teachers will have access to a wide variety of resources to share remotely which enhance learning and broaden pupil's knowledge and understanding
- Resources will be quality assured by subject and senior leaders, who will monitor this through dropping into remote learning sessions, collect information about the quality of lessons from work sampling in portfolios and google classroom as well as feedback from engagement from pupils/parents through Dojo monitoring as well as scrutiny of planning and timetabling.
- Staff will have the training they need to provide online learning safely, including key documents to support using a range of different approaches to remote learning including those beyond screen time
- All pupils will have access to the resources they need to learn. We will ensure this by ensuring dojo and google classroom is set up for use with all pupils
- Teachers will communicate the purpose of activities and their success criteria for pupils, by putting together a daily overview which is shared at the beginning of each day in the visual timetable as well as interwoven into lessons throughout the day.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by delivering room to room remote lessons, having video main input then time to work before coming back together with online discussion sessions. Support wellbeing and mental health by talking through different emotions and ways of helping as well as how to access people when you are at home that could help you
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by regular safe and well calls which are communicated to and from both the teachers/TA's and Inclusion teams.

- COVID catch-up funding will be used effectively to expand IT access to a range of high-quality resources, allow additional staff to support pupils further with small group and 1:1 sessions
- Staff workload will be managed by ensuring that all staff do their bit to help and add value to teaching and learning through their support which equates to their normal working hours – this may include swapping with staff should a larger lock down occur who need to shield but not support key/critical workers in school
- Leaders will measure engagement in remote learning by keeping logs of pupil's attendance and ongoing logs of pupil's level of access. They will use this information to review provision and make changes as necessary.



## 5. Working with Parents

- We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)
- We will provide guidance to parents on how to use our full range of online resources – In the how to access remote learning at Southfields Document  
Resources will be shared with pupils and parents via dojo and google classrooms.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible...

Should parents be unable to access online work for any reason, they should contact...so that other arrangements can be made...

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should remember:

- be punctual arrive at the start of lessons or it is too difficult for teachers to teach and let pupils in to the lesson
- Have microphones off leave video on (unless permission be given by the teacher.)
- Be ready with a pen/pencil, notebook/paper.
- Sat at a desk or table - if a bed is the only option then sit upright and use it as a chair and table set up
- Have an appropriate background - either their room or a plain screen.
- Dress appropriately – No pyjamas, short shorts, sleeveless tops
- Be in a place that no one will be getting changed or undressed in the background adult or child.

## Remember

- Be in a ready to learn position sitting up never be in a laying position - on bed, sofa, footstools or floor.
- Learn in the lessons do not play with toys, eat or make food whilst in live lessons.
- Pay attention in lessons do not play online games – we are able to tell by your eye movements
- Concentrate please do not wander around rooms/house carrying devices and never take your device to the bathroom with you
- Focus on the lesson do not send messages to each other unless this is requested by the teacher and is part of the lesson
- Any background stimulus – such as films or television must be switched off



## 6. Staff roles and responsibilities

### Senior and subject leaders

Alongside any teaching responsibilities, senior and subject leaders are responsible for:  
Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely

Co-ordinating the remote learning approach across the school including monitoring pupils' engagement

Lead virtual meetings to ensure consistency across the year, subject and practice

Monitoring the effectiveness of remote learning, including drop in contact with live lessons, sample monitoring the work completed by pupils to make judgements about progress, monitor staff ability during school time to complete remote learning effectively to enable training/upskilling where necessary

Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning and are able to feedback effectively with questionnaires and forums to listen to different viewpoints – this work will be led by the IT department leader and feedback to senior leaders, subject leaders and teachers as appropriate.

Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect

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

### **Teachers**

Teachers will be provided with the necessary training on how to use all of the online learning listed above in the resources section. Please see the how to guides on the staff share area. This also includes making youtube videos and dropping them into dojo/google classroom as well as QR codes and google forms to collect information from questionnaires.

When providing remote learning, teachers must be available between 8.45 am – 3.15 pm. They should have PPA time as normal and leaders must also have their leadership time. Please leave time at the beginning and end of the day to answer any questions and mark work as you would normally.

Teachers unable to work for any reason during this time should inform the Headteacher as you are at this time employed by the school for school work.

It may be that you offer to support during holidays or weekends if the pandemic escalates to support critical workers and if this was the case reasonable adjustments could be made to ensure that your own work life balance was protected and this may be that times within the week may change as a result (This will be discussed with you on a personal level as effectively you are volunteering additional )

### **When providing remote learning, teachers are responsible for:**

#### **Setting work:**

- Teachers will set work for the pupils in their class bubble
- The work set should follow the usual timetable for the class had they been in school, wherever possible and should mirror the sequence and wider curriculum opportunities as well as narrow any gaps in the core subjects
- Teachers will set work using the online platform dojo and google classroom
- Daily English specific teaching of writing and reading as well as Mathematics is essential as well as reading to the children and sharing high quality text with the children's planned offer. Pupils should be taught phonics to support reading and spelling to recap and teach appropriate words and spelling patterns. Pupils should be given access to the whole curriculum and this should be carefully considered with the resources available linking to everyday life and things the children may have around them.
- Planning and resources will be completed by the team during PPA for each week and should consider the medium term plans as well as assessment for learning from the previous teaching. The weekly plan should be put onto the year group planning shared drive as per normal school planning within school. Year leaders and phase leaders will consider the quality of the plan and make suggestions before they sign it off and make available to pupils and parents
- Each day the year leader will present the work for the day in short video to parents with all of the associated paper work and online links for pre-recorded as well as hyper-links to live lessons.

#### **Providing feedback on work:**

- It is important to feedback to pupils on the core subjects of reading, writing mathematics and science.
- Work in other subjects should be commented upon but this is general comments and could also be a summary of key successes and areas that the pupils could consider next and would not be expected to be individual unless there has been a significant mile stone or success in lessons that needs to be recognised. Teachers may wish focus on certain subjects as part of their assessment overview and framework which will be monitored by year and phase leaders as well as subject leaders and SLT scrutiny.
- The frequency with which teachers will provide feedback is set out within the marking policy and also in year leaders specific recommendations linked to teaching and learning within specific age groups.

**Keeping in touch with pupils who are not in school and their parents:**

- Teachers and parents are expected to make regular contact, via dojo but this could also be via telephone call or email if dojo is not available. The teacher and parent has equal responsibility in ensuring that communication is kept up to date. The level of which is best daily – but at a minimum weekly.
- If there is a concern around the level of a pupil’s engagement, the teacher will initially contact the parent via dojo message or telephone/email them if dojo is not available. They will then alert the year/phase and senior leaders in school who will contact parents regarding improving this and plans that parents will put in place as a result of this. If engagement does not improve governors and the local authority will be informed to support the school to ensure the pupil has the education they are entitled to and parents will be required to act on plans but in place.
- Teachers should only use their school email address or Dojo school account to communicate with parents and pupils. Therefore, they can be monitored and overseen by the IT department and senior leaders for their own professional support.
- Teachers should check their school email/class dojo daily and make responses to parents where possible at a minimum where they do this beyond the school day or at more than one point the school would say this is over and above – where more time is needed to respond to a parent daily the teacher will acknowledge the email/dojo and explain to the parent the reasons for the delay and the actions they are taking.
- Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Inclusion or Sunshine Team who will provide additional support for the parents/carers to support them further
- Calls made using personal phones must have 141 inserted before the recipient’s number so that their phone number is hidden from view. Unless it is the Headteacher who has shared her number due to emergencies and where parents/carers the local authority, police, health or teachers/staff need to get in contact with her.

**Teachers can help the school by responding promptly to questions and requests of support from families at home by using dojo, resources within school human and other**

to support as well as signposting specialists to help where they can. The SLT will also help support any questions or requests that need further explanation.

- Any complaints or concerns shared by parents or pupils should be reported to Year leaders in the first instance or following the lines of escalation – phase leader, subject leaders, Heads of departments, Assistant Heads, Deputy and Head
- For any safeguarding concerns, refer immediately to the DSL Sharon Payne or to any member of the DSL team – Laura Martin, Heather Yeoman, Heather Magee, Karen Burnham. For specialist support we have two school fully trained counsellors – Stef and Phillip who can support where needed and also a Behaviour leader. We have a speech and language specialist therapist who can also support families within and beyond the school if needed and a hub speech and language leader.

**Staff who are required to self-isolate because they are Covid19 positive they are expected to:**

- Follow the normal reporting procedure and report to LM they are unable to work and complete the covid19 form
- Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual if this is needed due to the complexity of their illness
- Obtain a test and share the result of it with school so that appropriate plans can be made within the school
- If unwell themselves, teachers will where possible be covered by another staff member or join another class for self-isolation period of time.
- If the staff member is well but positive they can continue to work if they feel well enough.

**Staff who are required to self-isolate because they are in a household with Covid19 positive member they are expected to:**

- Report this to LM and completed the form online
- Share any test and trace results that may affect the school
- Continue to work as normal

**Staff who are sick but not covid19 related**

- Follow the normal reporting procedure and report to LM they are unable to work
- Follow the normal procedures for sickness
- Have a back to work interview if needed (Signed off by the doctor)

**Teaching Assistants**

Teaching assistants must be available during their usual working hours.

If they are 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 absence procedure. During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs

- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities
- Supporting with wellbeing calls to parents
- Delivering food hampers to families

### **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy and refer to covid19 appendix.

### **The Head of Inclusion**

The Head of Inclusion will oversee the provision for SEND, Vulnerable, LAC, PLAC and EHA. Supporting staff with provision guidance, resources support, external agency liaison,

Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and Individual Health Care plans

Identifying the level of support required by pupils and monitoring the quality of the provision sharing best practice and suggesting actions where possible

Liaising with parents and families this will include safe and well calls, EHA contact calls, SEND support.

### **The Business Manager**

Ensuring value for money when arranging the procurement of equipment or technology.

Ensuring that the school has adequate insurance to cover all remote working arrangements.

Ensure that support for staff is sign posted where needed

### **IT Leaders**

Fixing issues with systems used to set and collect work

Helping staff with any technical issues they are experiencing

Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Assisting pupils and parents with accessing the internet or devices

Assisting in writing documents to support remote learning

Deliver E-Safety lesson

### **Pupils and Parents**

Staff can expect pupils learning remotely to:

Be contactable during the school day

Complete work to the deadline set by teachers

Seek help if they need it, from teachers or teaching assistants

Alert teachers if they are not able to complete work

### **Staff can expect parents with children learning remotely to**

Endeavour to maintain a regular and familiar routine. They should make regular reference to the timetable and keep children on track with learning so they do not fall behind.

Support their children in their reading by reading with the children, sharing interesting text they read and discuss with children. Explore words and language (This is usually amazing in documentaries especially wildlife). The children should continue to read their home reading books and access online reading resources via Bug club and phonics bug – for wider curriculum they should use online resources such as espresso and purple mash.

Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus when needed – motivational treats and stickers really do help 😊

Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered

Seek help from the school if they need it, communicating with class teachers by class dojo or using the various forms <https://www.southfieldsprimary.co.uk/page/?title=Online+Forms&pid=435>

Or by emailing the school or using the direct contact information – see link below <https://www.southfieldsprimary.co.uk/page/?title=Contact+Us&pid=2>

Be respectful when making any complaints or concerns and make sure that you contact the appropriate leader to help.

### **Governing Body**

The governing body is responsible for:

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

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

## **7. Personal Data**

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

## **8. Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

## **9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training for 2020-21 completed in July 2020 and repeated in September 2020 and also available electronically on the shared drive

<https://drive.google.com/drive/folders/1rGvkYGpybWIHvCIsb3FJumd20skowfd0>

Staff must ensure all communication with parents and pupils is conducted through the school email and school dojo and follows normal guidance to ensure this remains professional.

## **10. Expectations of staff during online meetings**

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Timekeeping
- Recapping rules to pupils
- Dress code
- Location
- Professional behaviour , conduct and use of language and communication
- Curriculum intent and implementation
- Impact - Assessment keeping records up to date

Where staff may make a mistake during online learning that may cause offence (for instance saying a swear word by accident instead of another word they should simply apologise reread the word as it should have been and make SLT aware in case of any complaints as you would normally in school)

## **11. Links with other policies and development plans**

This policy is linked to our:

Safeguarding and child protection including prevent  
Curriculum  
Behaviour  
Data protection and privacy notices  
Online safety acceptable use  
Digital and hardware Development Planning  
Code of Conducts including (phone calls, dojo, video conferencing and recorded video  
PSHE well being guidance

The school may work with other agencies and professionals beyond the school to support families such as Local Authority, health, Police and Social Care.

We also ask that parents/carers also take into consideration that school staff may also have their own children at home with them and additional family support they must provide and whilst we will endeavour to do all we can to support you and your child we ask you to protect their own emotional health and wellbeing by considering this as an aspect of your expectations.

In addition to this we are aware that different adults cope with the current situation differently and these emotions are far ranging. Therefore, we all agree it is okay not to be okay as long as you are asking for help and talking to the right people to support you.