



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School – Remote & Blended Learning Policy & Protocol **Academic Year 2020-2021**

Rationale

The purpose of this policy & protocol is to support school staff and leaders so that planning is in place to ensure high quality educational delivery during the academic year 2020-21 and beyond. 'Blended learning' is defined as 'a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.'

DFE guidance published July 2020 highlights an expectation that schools 'develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local or national lockdown. All schools are therefore expected to have plans in place to ensure that any pupils who need to be educated at home for a short term period are given the support they need to access the curriculum and so make good progress.'

When planning for remote and blended learning approaches to curriculum delivery, an understanding of the impact on staff workload must always be considered. There are particular risks and additional pressures on school staff, who are currently teaching their 'bubble groups' for the duration of the school day, managing breaks and lunch times with their children in order to prevent breaking bubbles, planning, delivering and assessing catch up curriculum work and also providing home learning and feedback to pupils who aren't able to physically attend school. This is a lot for staff to deliver during each school day, therefore procedures must be in place to ensure that our blended learning offer is high quality and provides our pupils with the curriculum offer which they need, whilst also being manageable for staff.

Mapping our own school's curriculum plans against the 2020-21 Oak National Academy objectives and resources is encouraged - This means children who can't attend school can quickly access nationally produced resources which are mapped to their own curriculum. This should help to reduce workload for teaching staff if they are still teaching the majority of their pupils in school. Oak National Academy are developing options for lessons to be assigned to children online across a range of platforms (further information to follow around this.) Our year group yearly overviews and our half termly curriculum topic webs are published on our school website. This will give our families an understanding of which concepts and topics are being covered in each subject in a particular year group at a particular time and therefore links can very easily be established with home learning providers like Oak National Academy: <https://www.thenational.academy/2020-21-oak-curriculum> and White Rose: whiterosemaths.com

In addition to this, on the first day of pupil absence due to COVID-19, families can use the resources in the 'Day 1 of COVID-19 Absence Activities' section of our school website (under the 'COVID-19' tab) so that all of our pupils can gain immediate access to appropriate learning materials from the very beginning of their self-isolation period.

At South Gosforth First School, we use the 'SeeSaw' online learning platform for pupils in Year 1 to Year 4 and 'Tapestry' for pupils in Reception to support our families during a period where blended / remote learning needs to take place. Activities and videos of key teaching points will be shared

electronically which are matched to the age range and learning objectives from the National Curriculum. Where possible, activities and learning will mirror the work which the children have been or would have been doing in school. There will be an expectation that children will complete this work and upload this on to the 'Seesaw' / 'Tapestry' system so that teaching staff can give appropriate feedback. Paper copies of materials and other learning resources will be provided for any families who require them.

The DFE has outlined the following key principles for curriculum planning:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum must remain broad and ambitious: all pupils must continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Key Principles: In School

- All class teachers will have responsibility for planning blended/remote learning, however overarching principles and how this is to be implemented lie with the senior leadership team of South Gosforth First School.
- The face to face learning offer in school must be mapped against the planned online/remote learning offer to ensure that there is some level of parity between the two and that any pupils who do have to access learning from home can keep up with their peers who are in school as much as possible.
- All staff will consider what steps will be taken to limit widening of educational gaps between those who are learning in-school and those who are accessing remote learning.
- Senior leaders should consider which mechanisms will need to be put in place to ensure that teachers can provide direct teaching, learning resources and feedback to pupils who are both in school and accessing remote learning, whilst ensuring that this is manageable and sustainable on a day to day basis. This will mean that teaching staff will be allocated time within the school day to facilitate effective remote learning to any pupils who are at home.
- When considering the three stages of school access (fully open / partially open / closed) staff workload must be considered by all leaders and steps should be taken to reduce any burden derived from the different stages of school access. This should include not asking teaching staff to produce additional and 'new' resources when they are predominately delivering face-to-face learning in the classroom.
- South Gosforth First School teaching staff will use 'Seesaw' for Years 1 to 4 and 'Tapestry' for Reception, alongside Oak National Academy and White Rose materials initially when offering blended learning and supplement this with other delivery options such as recorded teaching videos of key learning points and specific resources developed by school staff.
- When allocating resources, we will consider the needs of SEND learners. Our SENCO will support teachers and other staff to ensure that the work set is appropriate.
- The teaching of phonics is likely to prove challenging in all situations where remote / blended learning is the predominant form of instruction, however this is an essential part of our Early Reading Curriculum and daily opportunities will be planned for and delivered in any period of blended learning. Staff will use materials based around the 'Letters & Sounds' scheme, alongside teaching videos from our staff which follow our very own consistent

phonics lesson structure in order to ensure that phonics remains a high priority and to prevent our pupils from falling behind.

- In monitoring of our blended / remote learning offer, we will pay particular attention to any widening learning gaps. We will identify strategies to help address these learning gaps, particularly for students who are disadvantaged, SEND and vulnerable and we will be proactive in addressing them.

Key Principles: Working with Our Families

- We will circulate information to families early in the Autumn Term which will help to build familiarity and confidence with online and remote learning options as part of the curriculum offer which school will provide. We will ensure that the online learning platforms are fully set up as soon as possible and liaise with all of our families to iron out any potential issues with logging in etc early on. This will reduce any lost learning time. We will also change our homework policy and pupils will now upload all activities to 'Seesaw' or 'Tapestry' which will familiarise them with these systems before using them specifically for blended / remote learning. Staff and senior leaders will monitor engagement in these initial tasks and contact parents and carers who are yet to log in to the system, offering support to any families who require it.
- We will share links to curriculum topic webs and yearly overviews with parents and carers on our website and consider using opportunities such as family consultation evenings and workshops to brief parents about blended / remote learning offers and how these can be accessed.
- All of our family workshops and meetings will take place virtually or via telephone in the short term and materials will be shared via email and the school website. Paper copies will be issued to families who require them.
- Our pupils, parents and carers will have the opportunity to give feedback to school staff about the activities and teaching videos provided so that we understand how well our pupils are progressing at home or if further work may need to be done on a particular area.

Underpinning DFE Expectations: July 2020

- Guidance from the DFE published in July 2020 outlines the expectation that all children who are working from home for any reason related to COVID-19 who are well enough to do so should be provided with work which is mapped to the school curriculum.
- The guidance document outlines the expectation that when full 'bubbles' are isolating at home or there is a national or local lockdown, the number of hours of learning activities provided by school should be in line with the number of hours which would have been provided if the pupils were in school. We do provide teaching videos of key learning points to our families who are at home, however, we do accept that due to the age of our pupils, adults may need to support our pupils with their learning.

The DFE guidance document states:

'Where a class, group or small number of pupils need to self-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 by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.'

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 and other resources like paper and pencils etc for any families who may require this
- 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 (whole bubble or lockdown), 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 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 and/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 and/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.

Scenario Overview

<u>School Fully Open</u>	<ul style="list-style-type: none">• For the majority of children, the main form of education will be face-to-face teaching in the classroom.• If a child / group of children has to work remotely from home and is well enough to do so, they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored by the class teacher.• In the scenario where the class is still being taught at school, but one or more pupils in the class are absent due to COVID-19 self-isolation, the home learning offer will consist of the following:
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	<p><u>Day 1 of Pupil Absence:</u> Families will access the specific home learning resources and activity links which are on our school website for the child's particular year group. These resources are saved under the 'COVID-19' tab, then 'Day 1 of COVID-19 Absence Activities', then under your child's year group.</p> <p><u>Day 2 of Pupil Absence:</u> Teaching staff will upload specific resources and tasks with clear instructions on to 'Seesaw' (Y1 to Y4) or 'Tapestry' (Reception) which mirrors the work which will be delivered to the pupils in school. Feedback will be given by the teacher on any work which the pupil uploads on to 'Seesaw' or 'Tapestry' at the end of the school day.</p> <p><u>Day 3 or more of Pupil Absence:</u> Teaching staff will upload specific resources and tasks, accompanied by 2 pre-recorded videos of key learning points per day. This work will mirror the work which will be delivered to pupils in school. Feedback will be given by the teacher on any work which the pupil uploads on to 'Seesaw' or 'Tapestry' at the end of the school day.</p> <ul style="list-style-type: none"> • Home learning resources should be shared via 'Seesaw' (Y1 to Y4) and 'Tapestry' (Reception), as well as being supplemented by websites such as Oak National Academy and White Rose. These should be mapped to the main school curriculum. • Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. • Maths lessons will be based on content from White Rose and / or 'MyMaths' which directly matches the learning objectives being covered in class. • Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and consistent teacher explanations and staff support. Not all resources and objectives will be appropriate for remote / blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning. The needs of pupils with SEND will be taken in to account when assigning work. • Resources for remote learning can be either online or paper based. Teachers will need to monitor which families struggle to engage in online learning and offer paper based versions of work or additional supportive resources where appropriate. • The learning of those working at home must be monitored. This could take a range of forms, as appropriate to the age of the children. However, the outcome of monitoring will be recorded and reviewed and approaches will be adapted and refined accordingly. • Feedback will be given to children working remotely. This make take a different form but will be in-line with the feedback given to those children in the classroom.
<u>School Partially Open (Some bubble groups of children remain in school for face to</u>	<ul style="list-style-type: none"> • Depending upon the year group and specific reasons why the school is partially open, learning for many children is likely to be remote.

face teaching, whilst some bubble groups of children and staff have to self-isolate at home)

- If a group of children has to complete school work from home and is well enough to do so they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored by the class teacher.
- In the scenario where a whole bubble group / class is not in school due to COVID-19 self-isolation, the home learning offer will consist of the following each day:
The class teachers from the child's year group will upload a series of work, tasks and activities on to 'Seesaw' (Y1 to Y4) and 'Tapestry' (Reception) at the beginning of each day when the children are working from home. The time that these activities take should equate to broadly the same amount of time as a full school day. The activities will cover all core subjects (Reading, Phonics, Writing, Maths, Foundation Subjects, Science, etc). This will be in addition to 5 teacher-led videos per day.
Video 1: A 'good morning' video and a rundown of the day's learning and instructions from the teacher.
Video 2, 3 and 4: Videos of the class teacher delivering specific teaching input based upon what the pupils would have been covering if they had been in school. These can be watched by families as many times as is appropriate.
Video 5: A reading of the class novel and an end of day message.
Please note that the teaching videos will be focussed on core subjects but will also cover a range of subjects throughout the teaching week. This is to ensure that the curriculum which is offered is as 'broad and balanced' as possible. Please also note that there may not be teaching videos from the teacher allocated to every task which has been assigned to pupils. Some tasks may have specific written instructions or may have a video accompaniment from the Oak National Academy or from White Rose, where appropriate.
- As well as assigning appropriate work and teaching videos to pupils at home, teaching staff will also be expected to deliver timely and specific feedback to children and answer any questions from parents / carers via the 'Seesaw' or 'Tapestry' platforms throughout the day.
- Home learning resources should be shared via 'Seesaw' (Y1 to Y4) and 'Tapestry' (Reception), as well as being supplemented by websites such as Oak National Academy and White Rose. These should be mapped to the main school curriculum.
- Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage.
- Maths lessons will be based on content from White Rose and / or 'MyMaths' which directly matches the learning objectives being covered in class.

	<ul style="list-style-type: none"> Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and consistent teacher explanations and staff support. Not all resources and objectives will be appropriate for remote / blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning. The needs of pupils with SEND will be taken in to account when assigning work. Resources for remote learning can be either online or paper based. Teachers will need to monitor which families struggle to engage in online learning and offer paper based versions of work or additional supportive resources where appropriate. The learning of those working at home must be monitored. This could take a range of forms, as appropriate to the age of the children. However, the outcome of monitoring will be recorded and reviewed and approaches will be adapted and refined accordingly. Feedback will be given to children working remotely. This make take a different form but will be in-line with the feedback given to those children in the classroom.
<p><u>School Closed (All bubble groups and staff have to self-isolate at home – Remote learning in place for most children apart from those classed as ‘vulnerable’ or whose parents are critical key workers)</u></p>	<ul style="list-style-type: none"> Learning for the vast majority of children will be remote. Vulnerable children and children whose parents/guardians are key workers are likely to continue to attend school. If the majority of children have to complete school work from home and are well enough to do so, they should be assigned work which matches the curriculum which would have been delivered in school and their engagement and completion of work should be monitored by the class teacher. In the scenario where the majority of pupils / staff are not in school due to COVID-19 self-isolation, the home learning offer will consist of the following each day: The class teachers from the child’s year group will upload a series of work, tasks and activities on to ‘Seesaw’ (Y1 to Y4) and ‘Tapestry’ (Reception) at the beginning of each day when the children are working from home. The time that these activities take should equate to broadly the same amount of time as a full school day. The activities will cover all core subjects (Reading, Phonics, Writing, Maths, Foundation Subjects, Science, etc). This will be in addition to 5 teacher-led videos per day. <u>Video 1:</u> A ‘good morning’ video and a rundown of the day’s learning and instructions from the teacher. <u>Video 2, 3 and 4:</u> Videos of the class teacher delivering specific teaching input based upon what the pupils would have been covering if they had been in school. These can be watched by families as many times as is appropriate. <u>Video 5:</u> A reading of the class novel and an end of day message. Please note that the teaching videos will be focussed on core subjects but will also cover a range of subjects throughout the teaching week. This is to ensure that the curriculum which is

	<p>offered is as 'broad and balanced' as possible'. Please also note that there may not be teaching videos from the teacher allocated to every task which has been assigned to pupils. Some tasks may have specific written instructions or may have a video accompaniment from the Oak National Academy or from White Rose, where appropriate.</p> <ul style="list-style-type: none"> • As well as assigning appropriate work and teaching videos to pupils at home, teaching staff will also be expected to deliver timely and specific feedback to children and answer any questions from parents / carers via the 'Seesaw' or 'Tapestry' platforms throughout the day. • Home learning resources should be shared via 'Seesaw' (Y1 to Y4) and 'Tapestry' (Reception), as well as being supplemented by websites such as Oak National Academy and White Rose. These should be mapped to the main school curriculum. • Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. • Maths lessons will be based on content from White Rose and / or 'MyMaths' which directly matches the learning objectives being covered in class. • Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and consistent teacher explanations and staff support. Not all resources and objectives will be appropriate for remote / blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning. The needs of pupils with SEND will be taken in to account when assigning work. • Resources for remote learning can be either online or paper based. Teachers will need to monitor which families struggle to engage in online learning and offer paper based versions of work or additional supportive resources where appropriate. • The learning of those working at home must be monitored. This could take a range of forms, as appropriate to the age of the children. However, the outcome of monitoring will be recorded and reviewed and approaches will be adapted and refined accordingly • Feedback will be given to children working remotely. This make take a different form but will be in-line with the feedback which would have been given in the classroom.
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Teachers

When providing remote learning, teachers are responsible for:

Setting work for their class/year group. These tasks will mirror the timetable of the school day and be based on reading, phonics, writing, maths, science and topic work. Teachers will also be responsible for recording and sharing specific teaching videos which cover key learning points which would have been covered in school that day.

Work will be set daily and uploaded by 8:30am using 'Seesaw' (Y1 to Y4) or 'Tapestry' (Reception). For parents who are unable to access this, alternative arrangements will be made and resources will be shared using another medium.

Staff will need to co-ordinate with other teachers, especially those in their year group, to ensure consistency across the year group and to make sure that pupils with limited access to devices can still complete the work.

Staff will also need to provide timely and specific feedback on work submitted using 'Seesaw' and 'Tapestry'. This feedback should be in line with our feedback policy in school, identifying strengths and areas for development/challenge through verbal feedback and 'conferencing' (sending groups of pupils more detailed feedback) where possible.

Keeping in touch with Pupils and Families - Pastoral

This could include emails or telephone calls as often as is deemed appropriate by teaching staff. Contact should take place during a teachers usual working hours. If a teacher is unwell and not able to work, they would not be expected to completed these roles – in this instance, this responsibility would fall on members of the senior leadership team.

Teachers should continue to monitor safeguarding of children and report any concerns to a DSL (Rob Adams, Jill Whitehouse, Jo Fields or Catherine Burnett). Any complaints or concerns shared by parents and pupils must also be shared with a member of SLT.

Teaching Assistants

When assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely. This could be by continuing intervention groups, hearing readers remotely, sending supplementary work home or supporting pupil / family well-being. The support could be provided via online videos or activities uploaded on to 'Seesaw' or 'Tapestry' or it could be through telephone calls.

It may sometimes be appropriate for teaching assistants to attend virtual meetings alongside teachers, parents / carers and pupils. Technical support and CPD can be provided where necessary.

Any teaching assistants who remain working in school during a partial closure, or those who are supporting vulnerable/key worker children in the event of full closure, are not required to also complete the roles above. They will continue to support children's learning, well-being and interventions in school following teaching staff direction where appropriate.

Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and alerting teachers to any useful resources they can use to teach their subject remotely.

Working with teachers teaching their subject remotely to make sure all work set is appropriate and at a suitable pitch. This could be via online meetings using Zoom or Teams, email or telephone.

Working with other subject leads within the school (and The Gosforth Schools' Trust) to make sure work set remotely across all subjects is appropriate and consistent, and appropriate to age expectations.

As part of the monitoring process, subject leaders will need to evaluate the effectiveness of remote learning in their particular subject.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Working together to make key decisions and co-ordinate the remote learning approach across the school and ensuring that staff and families are engaging with protocol and systems appropriately.

Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.

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

Pupils and Parents

Staff can expect pupils learning remotely to:

Complete work to the deadline set by staff.

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

Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

Make the school aware if their child is sick or can't complete work.

Seek help from the school if they need it.

Governors

The governing board is responsible for:

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

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

Holding regular committee meetings to monitor the impact and evaluate the effectiveness of any periods of blended learning.

Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues around setting work – Talk to the relevant subject leader

Issues with Pupil Behaviour – Talk to any member of the senior leadership team

Issues with I.T – Talk to Omnicom staff, Paul Crown, Amanda Logan or Rob Adams

Issues with Workload or Wellbeing – Talk to Rob Adams, or another member of SLT

Concerns about Data Protection – Talk to Rob Adams or Kimberley Valentine

Concerns about Safeguarding – Talk to Rob Adams, Jill Whitehouse, Jo Fields or Catherine Burnett

Keeping Devices Secure

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

Keeping the device password-protected – Strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).

If transporting laptops with personal data relating to school, ensure the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.

Making sure the device locks if left inactive for a period of time.

Not sharing the device among family or friends.

Installing antivirus and anti-spyware software.

Keeping operating systems up to date – Always install the latest updates.

Links with other Protocols and Policies

This policy is linked to our:

- Restorative Approach to Positive Behaviour (plus COVID-19 addendum)
- Safeguarding & Child Protection Policy (plus COVID-19 addendum)
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Recovery Strategy