Haytor View Community Primary School & Nursery
Remote Learning, Communications and Provision Policy
OCTOBER 2020 [4-12-21] Version 5

Learning together - enjoying success - aiming high - celebrating difference – enriching community

SCOPE OF POLICY
This policy and arrangements apply to:
- Children who are shielding;
- Children who are self isolating as a result of having a positive COVID test;
- Children who are waiting for results of a COVID test due to displaying symptoms;
- Children who are self isolating as a result of having contact with someone who has tested positive for Covid;
- Bubble/s which are self isolating due to instructions from the DfE and PHE;
- Children for whom provision is not available due to school closure following national guidance;

For all other absence arrangements, the procedures detailed in the School's Attendance Policy apply.

AIMS
The aims of our Remote Learning and Provision Strategy is to:
- Ensure consistency in the school's approach to remote learning and provision;
- Set out the roles for all members of the school community with regards to remote learning;
- Provide appropriate guidelines for data protection;
- Outline the school's approach to children who are shielding or self isolating as a result of Government guidance.
- Support pupils to stay safe and well;
- Maintain contact with our children & families, it is important for all of us that we maintain a positive relationship as we seek to support the well-being of all of our children & families, both during periods of absence and when looking to return children successfully to school;
- Support every pupil and family by providing activities and teacher support through regular communication routes;
- Minimise any detrimental impact to pupils' education, well being and development as a result of them not physically attending school;
- Provide continuity in the delivery of the school curriculum;
- Provide all children with the support and provision appropriate to their individual needs, in order to help them remain engaged, happy, healthy and safe during periods of remote learning and provision;
- Provide all children with access to high quality learning experiences;
- Maintain with all children the relationship they have with school and school adults;
- Maintain our commitment to safeguarding during times of remote learning and provision;
- Work with parents to protect children from the risks related to using the internet;

This policy has been created with regard to advice and guidance received from Department for Education (DfE)

RATIONALE

The school has a duty of care to its children, families and staff in meeting the needs of all children, during times of significant challenge this includes promoting their resilience in order to be able to adapt to individual circumstances, through maintaining their emotional and physical well being.

Educational establishments are all about the health, well being, care and learning for pupils. Underpinning our provision for children and families is maintaining positive mental health during periods of change and challenge, in order to support all children being safe and well during periods of absence, and positively engage with their learning while absent in order to support their successful return to school.

"Mental health is not just the absence of mental disorder. It is defined as a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community" Young Devon Wellbeing Toolkit.

OVERVIEW

We recognise the need to consistently deliver high quality education, including during periods of remote learning and provision – whether for an individual pupil or many, we understand the importance of maintaining our commitment to all areas of school life, ensuring that all pupils have access to the support and learning resources they need to maintain their well being and self efficacy.

In the event that individuals or groups of children are unable to attend school as a result of following the Government guidance, we will provide remote learning and provision to support them in being safe, cared for and engaging with learning opportunities.

We recognise these are unprecedented times and are seeking to work with parents to support children's continued engagement with learning, well being and development. We acknowledge that our remote leaning and provision commitment extends beyond the completion of curriculum learning, if we are to ensure we continue to build on the positive engagement we have had from children and parents during lockdown, partial and full re-opening of the school.

The graduated approach we have taken with children and families since March 2020, has seen:
- Children's safeguarding needs met;
- Children's well being needs met;
- Family welfare needs met;
- Access to relevant services and charitable organisations;
- Access to meal provision;
- Continued engagement with the school provision through the website, splash page, weekly newsletter and regular communications;
- Provision for children with EHCP maintained;
- All children successfully return to school;

We recognise the completion of work is not compulsory and therefore don't seek to have an exacting expectation of how families manage their engagement with remote learning. We do seek to engage with parents on an individual basis wherever practicable in order that we can meet the individual needs of children and families, to support them in accessing remote learning in a way which fits with their individual needs and circumstances.

Through our usual engagement and communication means, we seek to review home learning arrangements with individual families including children where practicable, in order that we can identify any unmet need or secure further engagement. It is this approach which we believe will best support children and families in

positively engaging with remote learning and provision, as it attunes to their individual needs and 'starting point.'

In developing our Remote Learning and Provision strategy we have drawn on all aspects of school which underpin our day to day provision. We are keen to replicate for children and families their experiences of 'what it is like to be part of the class and school environment.'

We have used our experiences during Lockdown 2020 to inform the development of our Remote Learning and Provision strategy.

LEGAL REQUIREMENTS

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, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are 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

ATTENDANCE AND ABSENCE ARRANGEMENTS

We are keen that wherever appropriate, practicable and safe children attend school.

When a parent contacts the school or the school makes contact with a parent over a child's absence:

1) The office staff identify the reason for the absence and record this;
2) Where the absence is Covid related, the Leader of Learning and Development seeks to make contact with the parent in order to discuss the circumstances of the absence and provide support regarding: whether the absence is appropriate; access to testing; arrangements for home learning; any additional welfare support;
3) Where the absence is considered to be unwarranted, the school office will make contact with the Education Welfare Officer for their advice. A record will be kept of this engagement and response.

Children who are unwell are not expected to engage with remote learning until they are well enough to do so.

- Parents must inform the school office on the day if their child is unwell, providing a reason
- The school will monitor absence in line with the Attendance Policy.

In the event that a Bubble is self isolating, the parent should inform the school if their child is absent, then informing the school when their child is ready to engage with remote learning.

ENGAGEMENT OF STAKEHOLDERS

We believe that the well being and resilience of school staff is fundamental to the well being and resilience of children and families. We are living in exceptional and unpredictable times, which makes extraordinary demands of individuals.

During lockdown there was considerable attention paid to the well being and mental health of children, young people and parents. At each stage of implementation of arrangements during Summer and Autumn 2020 we drew on the advice provided, in order to ensure all decisions made focused upon maintaining the positive mental well being of all our stakeholders.

As we look to our remote learning and provision moving forward, we need to ensure that it builds upon the principles which has underpinned the success of our provision so far, which is based upon respectful listening to individual stakeholder's views, experiences, needs and fears.

British Psychological Society (BPS) 'Teacher Resilience during Coronavirus School Closures'
In light of the COVID-19 pandemic we need to consider how resilience can be promoted for teachers at this time – supporting positive adaptation in the face of significant challenge.
- Definition of 'resilience':
1. Overcoming adversity
2. Being able to adapt to challenging situations

Resilience can change over time depending on the context or situation – it is not a case of having or not having resilience. Therefore, factors known to promote resilience in teachers can be fostered and drawn upon in the current climate. Therefore resilience is a process as opposed to an internal trait.

Three areas have been found to be key to enhancing teacher resilience:
1. Belonging;
2. Help-seeking;
3. Learning

Fostering a sense of belonging and connectedness:

Resilience is known to centre on the fundamental principle of relationships, showing an inherent need to belong and connect to one another. An important consideration for now is how we can foster a sense of belonging and connectedness at a time of isolation.

Therefore we have to consider how these relationships can be continued and developed in a time of isolation in order to foster teacher resilience based on opportunities to promote the importance of:
● Staff to Senior Leaders relationships
● Staff member to staff member relationships
● Staff member to child and family relationships
● Staff member to family/personal relationships

To foster teacher resilience through supporting help-seeking:
● All school staff should model help-seeking behaviours;
● Enable staff to contribute to decisions;
● Ask explicitly if staff may need additional support and what this might look like;
● Encourage staff to seek help from peers ;
● Senior leaders inviting feedback e.g. during staff check-ins or briefings;
● Share guidance and advice from relevant teaching unions or other organisations

Staff:
What do we want our team members to be feeling as a result of engagement:
● A sense that we are doing things of value/use;
● Flexibility – a sense that everyone's needs are being taken into account;
● Choices are being given – that space is being given to allow others to judge value for themselves and use their time with this in mind;
● A sense of working together – both within phase teams and across the school;
● That they are clear on what the expectations are during this period;

What experiences might lead them to have these feelings?
● All staff need to know that anything and everything is valued;
● An increased level of importance being given to listening to people – capacity provided by the school being closed will be directed to listening more to broader pictures/experiences;
● That communications are open; people are available: 'just ask'; 'no thinking needs to be done alone';
● Structures for communication to be developed with teams to suit everyone's needs such as daily catch ups, phone availability etc.

Children and Parents:
What do we want our children and parents to be feeling as a result of engagement with us?
● Supported;
● That just being there with children is good;
● That their children's and their own well-being is the most important thing;
● Different parents have different needs, and we are here to meet them;
● That what they are doing is the right thing to do;
● We are only providing suggestions, nothing is forced – there are no expectations;
● That they are clear on what the school is 'expecting' of them in the face of public media messages;
● That there is a whole school approach during this time, rather than a different approach from each teacher;

<u>What experiences might lead them to have these feelings?</u>

● Language used on website is key – language used makes things accessible e.g. might want to….. etc.
● Have a range of needs in mind as we post things on the website
● Speaking to parents and children is an effective and well-used tool;
● Maintenance of relationship;

FIRST DAY CONTACT:

● The admin team audit children's attendance each AM and PM, where a child is absent from school for COVID related reasons they informed the Leader of Learning and Development (Deputy DSL);

In the event of an individual pupil absence:
ADMIN TEAM
● A member of school admin team makes a first day contact in the event that a child is off from school as a result of COVID related reasons:
1. They discuss the reason for the absence in order to ascertain whether the child is absent for legitimate reasons, where this is not the case we support the parent in returning the child to school;
2. They ascertain if the child is entitled to a free school meal, where this is the case they invite parents order their meal provision from a packed lunch menu;
3. They explain arrangements for the delivery of the free school meal;
4. The admin staff ensure the parent is clear on how to contact the school if they have any queries or concerns;
5. The admin staff email the Leader of Learning and Development to inform them of the absence;
6. The admin staff email the Class Teacher to inform them of the absence;
7. The admin staff email the Parent Worker to inform them of the absence;

LEADER OF LEARNING AND DEVELOPMENT:
1. Where appropriate makes contact with the family and they discuss the reason for the absence in order to ascertain whether the child is absent for legitimate reasons, where this is not the case we support the parent in returning the child to school;
2. Where the absence is for legitimate reasons they ascertain if they require any support to access testing;
3. They ensure the parent is clear on how to contact the school if they have any queries or concerns;
4. They ensure the class teacher is aware of the absence and makes contact with the family;

CLASS TEACHER
Where an individual family or Bubble are self isolating:
1. Class teacher makes contact with the family and signposts them to remote learning, ascertaining any access needs;
2. They discuss home learning arrangements with the parent in order to agree a plan with the family which best meets their individual circumstances;
3. They ensure the parent is clear on how to contact the school if they have any queries or concerns;
4. A member of school staff makes contact with the family on a weekly basis or more frequently to review needs;

During wider school closure, arrangements will be made to ensure school contact is made with the parent and family weekly or more frequently where appropriate to review need. This will be a minimum of three weekly in the event of school closure, following a review of staff capacity in providing other key services e.g. key worker and vulnerable children provision at times of school closure;

PARENT WORKER (on their next allocated working day)
1. Makes contact with the family and seek to provide any pastoral support the family may need;
2. They ensure the parent is clear on how to contact the school if they have any queries or concerns;

In the event of Bubble absence:
- We will send a letter out to parents informing them of the circumstances of the Bubble closure, and what they can expect moving forward;
- The Admin Team will make contact with the families identifying Free School Meal needs and confirming arrangements for delivery;
- We detail how parents can access remote learning and provision in the immediacy;
- The COVID-19 splash page is put onto the website (parents will be familiar with this from the Summer Term), which will detail learning activities the children can do at home;
- They will be given the routes for contact if they have any queries or questions;
- The Parent Worker (Deputy DSL) or DSL will make telephone contact with individual families identified as vulnerable;
- In the event that a family has an allocated social worker or Early Help practitioner, the Parent Worker (Deputy DSL) or DSL will inform these professionals of the Bubble closure in order that they can provide any additional relevant support;
- Each family will be contacted a minimum of once a week by their class teacher where practicable (in the event that the teacher is unwell alternative arrangements will be put in place), in order to follow up arrangements and parent/child engagement this maybe via telephone call or email;

COMMUNICATION WITH CHILDREN AND FAMILIES:

Communication is key in maintaining our positive relationships with children and families, this is based on the following:
- We miss our pupils, are concerned for them and want them to keep in touch with them by teachers undertaking regular phone calls and responding to email correspondence;
- The Designated Safeguarding Lead makes regular telephone contact with vulnerable children and families, to check on their well being and provide support as per our spreadsheet;
- There is regular contact with children and families, in order to support their remote learning and provision;
- We want to hear children and parent news, in order to provide supportive feedback;
- Parents are encouraged to use the usual channels of communication and check the school website regularly, along with other online tools being used for communications;
- The school newsletter is provided to parents each week and has a strong 'well being and safety' element, as well as a celebration focus each week;
- Parents are regularly updated on arrangements and information via the school gateway;
- In communication with families our relationships are open, honest and positive;
- In speaking with parents we are clear about what we are providing and follow up actions we have committed to;

ROLE OF THE PHONE CALL HOME TO CHILDREN AND FAMILIES:

We are keen that we maintain contact with our children & families, it is important for all of us that we maintain a positive relationship as we seek to support the well-being and learning of all of our children & families, both during periods of self isolation and when looking to return children successfully to school.

There is regular contact with children and families, in order to support their remote learning and provision. This will provide families and children with an opportunity to ask any in relation to the activities on the website, as well as share experiences.

The Parent Worker, makes regular contact with families in a pastoral capacity, to see if there is any support we can offer during this difficult time.

The aim of the phone call in maintaining contact is:
● To let parents and children know that we are here;
● To let parents and children know that we are available;
● Motivated by finding out about children's well-being, to say 'hello';
● To see if children want to say 'hello' on the phone;
● Provide the parents with the opportunity to discuss the home learning arrangements;

The aim of the phone call is not to:
● Enforce the completion/engagement of learning activities;
● Hold discussions about learning, except where prompted by parent, this is not our motivation for the call;
● Motivated by advice-giving, unless this is sought by the parent/s;

Follow up action:
● Practitioner to record a brief entry of contact on Comms Log
● Practitioner to email any observations/support/concerns onto Parent Worker (copying in Head Teacher) where appropriate in order that these can be followed up;

ROLE OF FEEDBACK FROM PARENTS

We are keen to ensure that our remote learning and provision strategy is fit for purpose, meets needs and has a positive benefit to children and families.

We take into account all feedback received via the website, telephone or other means in order that we can shape our provision in response to feedback received.

ROLE OF THE NEWSLETTER

The weekly school newsletter provides parents with weekly updates on school arrangements, however it is having a different role in maintaining contact and having relevance for families and children during this period, including:
● Celebrating the engagement of children and families including: activities; phone calls; email communication;
● Weekly update on activities;
● Well being advice;
● Contact and keeping in touch information;
● Free School Meal support;
● Online safety guidance including video chatting;
● Government handwashing guidance;
● Foodbank support;
● Mindfulness information;
● Safeguarding guidance;
● NHS updates;
● Celebration focus encouraging families to spend a moment to share the success of the children who are doing things that make them happy at home;
● Guidance on food shopping in the face of the difficulty of buying ingredients, providing helpful advice on which ingredients work hard and serve us well and signposting to recipes;
● Fun creative activities children can try at home with things they will already have in their household;

- Key messages over contact arrangements

ROLE OF THE WEBSITE

Activities being placed on the website by staff where it is home learning activities or remote learning, can be viewed simply as 'suggestions' (not expectations) for children to select from according to what they enjoy & how they feel. This will see the activities on the website reflecting the school's ethos, vision and core aims during this period, we are keen that children are having the opportunity to smile & enjoy any activities they are engaging with whilst at home & share these experiences with their family. This will help their sense of self & long term well-being, as it is this which will underpin their successful engagement with school and return to school in the future.

Our children are experiencing so much change and challenge – **parents being there for them, and doing what feels right is the best support that anyone can bring**. Our website Coronavirus approach reflects this theme, hopefully enabling parents to feel comfortable managing their child's time at home in a way that suits the child and parent. The website is an accessible set up which parents can access from any device, including mobile phone. It is a simple 'front page' with drop down menu for parents to access information and activities.

In the event that a Bubble is self isolating, in the first instance the Coronavirus splash page will be reinstated from the summer term as this is a format the parents are familiar with.

We have audited which child/ren are unable to access the website and provided alternative support options.

The key features of the website are:
- It reflects the individuality of each of the members of staff, in order to enable children to maintain a connection with their practitioner/s personality;
- It includes messages from the class teacher, maintaining a relationship which sits outside of formality;
- It references previous experiences or relationships through the use of anecdotes or photos;
- It is engaging and positive to support children and parents' levels of comfort;

Coronavirus splash page includes:
- A menu of ideas and activities for children to 'dip in and out of';
- References to a range of learning options including: investigations; lines of enquiry; exploration; websites; activities; key questions;

The aim of the Coronavirus splash page is to provide activities with the potential for parent and child engagement, at whatever level they require, in order to personalise the provision according to individual circumstances, as parents click on the suggested activities on this page they are encouraged to be comfortable that:-
- some might fit, and others might not;
- they might just give parents ideas of other things that they might do with your children;
- parents can listen to their child if they tell their parent that they're not ready to do something;
- parents know their child best and they know what will support their well-being as a person and as a learner;
- sharing time with their child doing anything, or nothing, is valuable and developmental;
- parents will make the right decision for their child, their family and themselves.

School staff are keen to hear from about anything that children and families get up to with together and equally about any difficulties that they may be having as getting in touch always makes people feel better.

Parents can do this by uploading photos, messages or anything that they want to share via the website or by getting in touch by the usual means: telephone, email or through the School Gateway.

The website is adapted according to feedback received and engagement of children and families.

DELIVERY OF REMOTE LEARNING

The delivery of our remote learning strategy builds on the current teaching and learning pedagogy of our school, the teaching and learning approaches we use e.g. review of prior learning, introducing challenge, are as relevant at times of remote learning as when the children are attending school. Therefore in planning for remote learning teachers need to consider:
- 'How do I usually organise provision to deliver what I know to be good teaching and learning?'
- 'How can I use resources effectively to deliver what I know to be good teaching and learning?'
- 'How can I use the functionality of IT to deliver what I know to be good teaching and learning?'

The school will use a range of different teaching methods and materials during periods of remote learning to support children's access to high quality curriculum opportunities, as well as helping to explain concepts and address misconceptions easily.

The purpose of our remote learning strategy is to support an effective workflow for children including:
- The setting of learning tasks;
- The communication systems to support effective engagement of children and parents;
- Creating materials which support children's engagement with learning;
- Providing pastoral support;
- Providing learning support;
- Delivering an accessible remote learning strategy for every child;

The nature of remote learning will vary depending on:
1) The age of the child;
2) The individual learning characteristics of the child;
3) The individual family circumstances;
4) The child's independence levels;
5) Any additional needs the child has.

The school will use a range of internet based tools, as well as physical materials to deliver Remote Learning both individually and to a Bubble, including:
- School website
- Google classrooms
- Use of Bug Club – school reading scheme
- Zoom based interactions
- Online tools for EYFS KS1 KS2
- Use of Recorded video or audio for start of day introduction, instructional videos and assemblies Phone calls home
- Printed learning packs
- Use of BBC Bitesize
- Other educational websites
- Reading tasks
- Powerpoint, including the use of 'voice over' to provide opportunities for teachers to deliver teaching, introductions, support;

Teachers can review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources. Where teachers have located good sources of support to deliver remote learning, this will shared with colleagues.

DELIVERY OF REMOTE LEARNING – GOOGLE CLASSROOMS G SUITE

Use of Google Classroom as one of the tools the school is using to support remote learning delivery:
Alongside the tools listed above the school is introducing the use of google classrooms in Autumn 2020, this will provide a further avenue of support for the school to:
● Communicate with individual classes with email, chat and video;
● Manage the classroom to set learning, give quizzes, support assessment;
● Collaborate with colleagues where we can: co-edit documents, spreadsheets, etc;
● Manage data confidentially;
● Support individuals in being able to access learning, through a range of tools;

Where children are required to remain at home for extended periods due to self-isolation, bubble or school closure helping parents, carers and pupils to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

Teachers will provide a visual plan of suggested key features of the learning day which will allow for flexibility and respond to individual needs, this will be a visual aid similar to the visual planner children are used to engaging with in class, this might include: screen break times (every 2 hours for KS 2 children and every hour for Key Stage 1 and Foundation Stage); rest breaks; access to fresh air; snack; lunch; a shared activity of the child's choosing.

Children will be provided with a learning toolkit such as suggested books, pencil, ruler & eraser

Teachers may choose to record a 'start of the week' video, to give an overview of learning planned and support for children to respond/comment.

Learning planned will link directly with what the children would have been learning/covering in school, to ensure that curriculum opportunities and subject range are relevant and follow the planned curriculum.

Plans will be differentiated and pitched appropriately according to the ability of the class, to ensure that the curriculum remains fully accessible and inclusive via remote learning. Teachers will ensure that many of the tasks set will be able to be completed independently, whilst recognising the individual needs of different year groups.

The class teacher will review the resources children have access to and adapt learning to account for all children's needs.

Learning will be made available for children who do not have access to an electronic device or the internet, arrangements will be on an individual basis. Where appropriate learning can be collected, or where this is not appropriate it will be posted.

Children will use their own or family own equipment to access remote learning, unless the school is able to make provision from the allocation via the DfE. The school will seek to identify where families are faced with challenges in accessing online learning. Parents will be required to maintain the upkeep of any equipment they use to access remote learning resources, however they can contact school in order to discuss any issues they are having and we will endeavour to do our best to support them resolving them.

Teaching staff will liaise with their Phase Leader and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. Teaching staff will connect with colleagues of peers who are supporting siblings to ensure all members of the household are engaged fairly.

Where staff have difficulty accessing remote learning resources, they will report this to their phase leader in order to seek support.

Each week as part of PPA, teachers will plan learning tasks for individual children who maybe absent from COVID related symptoms, which have resonance with the learning opportunities children will be experiencing in class. In order that following discussion with the parent, relevant learning is available for the family which meets both their needs as well as curriculum needs.

All children's needs will be considered, including those with SEND:
- The class teacher will arrange additional support for children with SEND which will be tailored to the children's individual needs;
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. A weekly phone call home will be made in order to discuss provision;
- Parents are provided with the school's email address in order to raise any questions or concerns they have;

Schools will consider whether bespoken communications could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team to assess any risks.

On day one of a Bubble self isolating:
- The COVID-19 splash page is put onto the website (parents will be familiar with this from the Summer Term), which will detail learning activities the children can do at home;
- A weekly menu of activities and ideas for children to 'dip in and out of';
- References to a range of learning options including: investigations; lines of enquiry; exploration; websites; activities; key questions;
- The teacher will then plan for the 2 week sequence of work for the cohort self isolating, delivered using a variety of means including google classrooms;

In the event of an individual pupil absence:
- A member of admin staff makes a first day contact in the event that a child is off from school as a result of COVID related reasons;
1. The Parent Worker seeks to provide any pastoral support the family may need;
2. The class teacher discusses home learning arrangements with the parent in order to agree a plan with the family which best meets their individual circumstances;
3. Staff ensure the parent is clear on how to contact the school if they have any queries or concerns;

MARKING AND FEEDBACK

Class teachers encourage children to maintain a positive 'learning attitude' during periods of remote learning. Where of an appropriate age children are responsible for the completion of their learning and choices they make over their levels of engagement. Younger children will rely on their parents to support them in accessing their remote learning. All children will need support in accessing in Google Classrooms from Foundation Stage to Year 5.

We recognise the methods used for marking and feedback will vary depending on the child's age and individual learning context. All approaches to marking and feedback will seek to maintain and build children's engagement with learning and a positive view of themselves as a learner.

There will be regular contact parents weekly, in order to provide any support where necessary, this maybe by phone call or email via the admin account.

Teaching staff will oversee engagement and progress for the duration of the remote learning period and will provide feedback on learning in line with feedback section of this policy. This may include:
- Group feedback via the website;
- Class group emails;
- Group or individual feedback via online means;
- Or through discussion where appropriate;

Class teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with their Phase Leader where appropriate. The class teacher will monitor the academic progress of pupils with SEND and discuss additional support or provision with their Phase Leader where appropriate;

Class teachers will identify which formative assessment and feedback methods best fit the learning set and the children and discuss additional support or provision with their Phase Leader where required.

The role of marking and feedback and a review of strategies will feature as part of Phase Meetings.

IN THE EVENT OF STAFF ABSENCE

Where a Bubble is self isolating, the Teachers and Learning Partners within the Bubble will work together remotely using Microsoft TEAMs and Email, in order to establish responsibilities and delegation of tasks.

Where a member of staff is unwell and unavailable for work, they refer to the usual school process:
1) Inform the Leader of Learning and Development on Day 1 of absence;
2) Inform the Business Manager by 3pm regarding whether they are going to be available for work the following day;

In the event that the staff member is unable to work, the following arrangements will be in place for the setting of learning and engagement with children and parents:
Clear arrangements in place in the event that staff are self isolating alongside their bubble:
- Use of TEAMs for the staff member and team to communicate with each other;
- Arrangement for delegation of tasks including: setting of learning; feedback; contact with families;

Clear arrangements in place in the event that staff are self isolating, but fit to work:
- Arrangements for planning to continue to be led by substantive teacher;
- Virtual physical presence of the teacher in the class via Microsoft TEAMs, to maintain engagement with the classroom;
- Engagement of staff member with staff via Microsoft teams;
- Redeployment of learning partners;

Clear arrangements in place in the event that staff are self isolating, and unable to work:
- Arrangements for planning to continue children's learning journey;
- Arrangements for cover teacher;
- Redeployment of learning partners;
- Role of Phase Leader to ensure smooth running

NB: Creative solutions will be sought for maintaining capacity for the children in the absence of their teacher, in order that their well being and learning is uninterrupted as a result of their teacher's absence.

PROVISION FOR TEACHER PPA

PPA is a protected unit of time, when teachers engage in planning, preparation and assessment activities. This takes place during timetabled teaching time. During times of self isolation of bubbles, PPA time is critical to the success of the Remote Learning and Provision strategy.

During periods of isolation or school closure (limited or otherwise) PPA will be arranged by the Class Teacher in conjunction with the Phase Leader to take place each week, this will happen at a time when it is least disruptive for the management of the remote learning provision for children and families. During this time the teacher will not be available to receive communications or deliver learning. Alternative curriculum activities will be provided in order for children to work independently wherever practicable, during this time.

PROVISION FOR VULNERABLE CHILDREN

We identify 'vulnerable' children as follows:
1. Those with an allocated Social Worker;
2. Children in Care;
3. Those on children Child Protection Plans;
4. Those on children Child in Need Plan;
5. Children for where there is a Court Order in place;
6. Young Carers;
7. Where an EHCP is in place;
8. Those children who are currently in the process of being de-escalated from CiN to Early Help.

Vulnerability could include adopted children or children subject to special guardianship orders or wider kinship placements. These will be assessed on a case by case basis, taking into account the additional needs.

In the event of absence, the Parent Worker as Deputy DSL and Early Help Lead (where appropriate) will make contact with those families as identified as being potentially vulnerable which includes:
1. Children in Care;
2. Children on Child Protection Plans;
3. Children on Child in Need Plans;
4. Children who have a Court Order or Guardianship;
5. Young Carers;
6. Children on Early Help;

7. Children pending Early Help;
8. Where an EHCP is in place;

Other children might be identified as potentially 'vulnerable' but not fall into the above categories, these are identified below and are organised as 3 groups: Wave 1 (High Vulnerability), Wave 2 (Medium Vulnerability), Wave 3 (Low Vulnerability).

Parent Worker and Deputy DSL will be the lead for the children and families identified in Wave 1 and Wave 2, they will also endeavor to make contact with Wave 3 families where there is an existing relationship, where this is not the case the class teacher will lead on the contact. The Parent Worker (or class teacher where appropriate) will update the comms log with any discussion or actions which have taken place. They will also retain any email correspondence for the children and file accordingly.

Where a Bubble of children are not attending school Class Teachers will make contact with all families of children in their class across a two week period, where they have any concerns regarding a family or identify any support which is required, they pass this information onto the Parent Worker and DSL via email for their attention. Class teachers will keep a record via the comms log of the date and headlines of the discussion held with families.

The purpose of the phone call is to:
● Keep in contact;
● Ascertain whether there is anything we can assist with;
● Seek to identify any gaps or concerns;

1. We will use the RAG rating identifying which children will be called: weekly; twice weekly; fortnightly;
2. We will use the RAG rating, with an additional rating of BLUE for school based managed concerns as identified by class teachers;
3. We will follow the LA Escalation processes where we have concerns over a family.

SAFEGUARDING

This section of the policy will be implemented alongside the Safeguarding Policy.

The school recognises the responsibility it has for children's safety and well being at times when the children are not attending school, whilst on roll, as detailed:
Section 157 and 175 of the Education Act 2007 places a duty on Local Authorities and schools to exercise their functions with a view to safeguarding and promoting the welfare of children. Schools must consider safeguarding issues and the impact this might have on a child when considering a reduced timetable.

Schools have a safeguarding responsibility for all pupils on roll and therefore must be aware that even with parent/carer agreement to any reduced timetable, they are responsible for the safeguarding and welfare of all pupils on roll who are off-site during school hours.
The arrangements for the safeguarding of children are detailed in the following school documents:
● Safeguarding Policy;
● Vulnerable Children list;
● Risk Assessment;
● Graduated Response Arrangements for Vulnerable Children in the Event of School Closure;

Specific arrangements in the event of pupil absence are as follows:
● The Designated Ssafeguarding Lead (DSL) will work with the Deputy DLSs to identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm);

- The DSL will undertake a daily audit of absences, in order to identify if any welfare calls need to be made;
- Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible staff will withhold their number when calling families;
- Where it is felt that a home visit would be of benefit, a request is made to the Education Welfare Officer for them to undertake a welfare visit;
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required;
- All contacts will be recorded on the child's communication log or safeguarding file as appropriate;
- Where there are concerns over safeguarding the usual safeguarding and recording processes apply;
- Where possible the telephone contact will involve the child;
- All members of staff will report any safeguarding concerns to the DSL using the usual school processes;
- Children and their parents are encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying in order that the school can signpost the parent/child to most suitable support;
- The website details safeguarding contacts for the school and a link to the Devon Safeguarding Board;
- There is a weekly section on the newsletter titled 'Safeguarding' which directs parents to how to seek support if they are concerned;
- Children open to services will be provided with the means of contacting the DSL and Deputy DSLs as part of the school's welfare provision;
- The DSL will ensure that staff are aware of any changes to Safeguarding arrangements;
- The DSL will ensure that arrangements are made to collate the relevant information for any review or initial assessment of a named child, this will include seeking to obtain the child voice;
- The DSL and Deputy DSL have weekly meetings to review arrangements and list of vulnerable children;

The following will be agreed between the DSL and Deputy DSLs:
- Who will lead on making regular contact with the family;
- How frequent the contacts will be made;

Additional policies relating to Safeguarding:
- Safeguarding
- Behaviour Policy
- Anti-Bullying Policy
- Cyber Bullying Policy
- E-safety and Acceptable Use Policies
- Teacher Code of Conduct

ONLINE SAFETY

This section of the policy needs to be referred to in conjunction with the school's Online Safety Policy and Cyber Bullying Policy.

During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

- Direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

We will emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

We will refer to the following resources to support parents and carers to keep their children safe online, and will provide regular updates on our newsletter, as well as links on our school website:

- support for parents and carers to keep children safe online, which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on staying safe online which includes information on security and privacy settings
- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

We will encourage parents and children to report any concerns they have following their experiences online, they can speak with a member of school staff, a DSL. We may also refer to the follow support agencies:

Harmful or upsetting content
- reporting harmful online content to the UK Safer Internet Centre
- getting government advice and trusted resources from Educate Against Hate on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Bullying or abuse online
- get advice on reporting online abuse from the National Crime Agency's Child Exploitation and Online Protection command
- get advice and support from Anti-Bullying Alliance for children who are being bullied
- Schools may also wish to use resources such as Tootoot to provide a confidential route for pupils to report bullying or abuse.

All staff and children using audio communication must:
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.

- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons. Always remain aware that they can be heard.
- Children should ensure devices or software are used as intended; any misuse of school equipment may lead to school requiring its return
- The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- The school will communicate to parents via email and parent mail about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

Communicating with parents, carers and children

Where education is having to take place remotely due to coronavirus (COVID-19), it's important for teachers and children to maintain professional practice as much as possible. When communicating online with parents and children, we should:
- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- Communicate via the school phone wherever possible, where this is not possible protect/bar the parent from seeing your phone number;
- Use the school email account, not personal ones;
- use school devices over personal devices wherever possible
- do not to share personal information

Virtual lessons and live streaming
- Teaching from home is different from teaching in the classroom. Teachers should try to find a quiet room or area to talk to children, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.
- If live streaming or pre-recorded videos is used, school leaders will refer to guidance from the National Cyber Security Centre (NCSC) on which video conference service is right for your school and using video conferencing services securely to set up video conferencing safely.
- In addition we will refer to guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidance from London grid for learning (LGfL) includes platform-specific advice.

All staff and children using video communication must:
- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Always remain aware that they are visible.

HEALTH AND SAFETY
- If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.

- Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

ACCESSING FREE SCHOOL MEAL ENTITLEMENT:
- Where children in receipt of FSM are off from school as a result of them or their parents having a positive diagnosis of coronavirus, the admin team will contact the parent in order to establish whether they require school meal provision to be set up, there will be a three day lead in time for this arrangement to be put in place;
- Where a family is self isolating as a result of COVID related reasons and they are in receipt of FSM, every effort will be made to establish their individual circumstances and whether a school meal provision would be of support.
- Parents will be given the option of a packed lunch from day one, the admin team will confirm arrangements for the delivery of this provision;
- The administrative team will prioritise supporting families with accessing free school meals provision (FSM) where children are absent from school for COVID related reasons;
- The admin team will support parents in making applications to see if they qualify for FSM entitlement;
- The school works to ensure all families entitled to meals have access to them;

REMOTE LEARNING SUPPORT FOR CHILDREN AND FAMILIES
We recognise how challenging it is for parents and carers to support learning at home during this time. Our experiences during lockdown demonstrated the individual responses families had in relation to engaging with remote learning, as well as the challenges they experienced.

With this in mind we have given careful consideration of how can we support families in engaging with learning at home, both during the usual operational arrangements of the school as well as through periods of self isolation. We are keen to ensure we are offering a tailored and personalised approach to meeting the remote learning needs of all children and families within the resources we have available, in order to secure their sustained and positive engagement over time with an approach with is familiar and comfortable.

Any correspondence, communication or engagement with families is underpinned by the key message that the well being of children and families is the priority, **parents being there for them, and doing what feels right to is the best support that anyone can bring**. We know this message brought great comfort during lockdown, when parents were feeling under pressure. It has also brought comfort more recently when some parents have struggled in managing their response to covid as a result of their own anxieties.

The key messages for children and families:
- Well being matters and should underpin decisions which are being made by parents, when engaging with home learning;
- Encourage parents to take a supportive approach to any activities undertaken at home, this includes engaging with activities as a 'menu' seeking to establish what their child is interested, enjoys and feels like doing 'in the moment', as this will have the biggest impact in keeping them engaged;
- Supporting parents to understand that school cannot be replicated at home, therefore there is no expectation that parents take on a teaching role;
- Responding to the children's needs and interests in a flexible approach, will best support their positive engagement with activities;
- All children need to have an opportunity for 'down time' and 'treats', parents to be supported in feeling comfortable with providing these during the day;
- Some children will benefit from a routine particularly if they have a SEND, however this isn't what best works for all children;

- Physical activity is important when children are having limited time outside, view these are valuable activities which are contributing to children's learning;
- Project based learning and following children's own line of enquiry are key ways to exploit incidental learning opportunities and will keep children enthused;
- If children are finding an activity too hard or difficult to engage with, don't feel the need to pursue it or engage in unnecessary 'battles', you can return to it at a late stage if the child wishes. These are only a guide and if your child isn't ready to do them, it can wait – for as long as it takes!
- Be comfortable having discussion with your child's teacher regarding what your child is doing at home;
- We're keen to hear about what children are doing at home, we aren't 'sitting in judgement' we just want to celebrate how well you are doing;
- If parents are having any of those 'this isn't going right' or 'I need to do more' feelings they are encouraged to contact school who will be really pleased to remind them that what they are doing will be supportive of their child, celebrate this with them and put their mind at rest;

DEVELOPING REMOTE LEARNING COMFORT AND ENGAGEMENT FOR CHILDREN AND FAMILIES

As we are anticipating that remote learning and provision will be a strategy which will feature as part of our Core Offer to children and families both now and in the future, in order to respond to the changing context in which we are living, our view is that we must 'take parents and children with us.'

Therefore our approach to the implementation of Remote Learning and Provision is part of a longer term implementation plan:
- Modelling remote learning and provision opportunities for parents and children across each week;
- Scaffolding remote learning and provision opportunities for parents and children across each week;
- Applying remote learning – parents and children independently engage with remote learning opportunities on offer more broadly;
- Creative – parents and children independently drive and craft their engagement with remote learning opportunities;

We need to establish what each parent and family is comfortable with as a starting point and then work from there seeking to further broaden their comfort and engagement, this will be secured through individual engagement as defined in this policy.

Our initial 'roll out' of remote learning will be based on:
1) Parent and children's current engagement with the school website;
2) Children and parent use of online Bug Club;
3) The COVID Splash Page from Summer 2020;
4) Children's experiences of current home learning arrangements;

The development of our remote learning strategy will be as follows:
1) Consistent use of the website, to communicate class information and home learning with children and families;
2) Planned opportunities to engage the children with the school website, in order to develop their familiarity and engagement with it;
3) Consistent implementation of Bug Club in class based reading learning activities, to support children's ability to engage with online reading resource;
4) Planned opportunities to engage the children with accessing google classroom and associated online tools and resources the teacher uses, in order to develop their familiarity and engagement with it;

5) Newsletter articles supporting parent use of Bug Club, Website, Google Classroom and other online tools used;

DEVELOPING DIGITAL TECHNOLOGY TO SUPPORT REMOTE LEARNING

In considering how to develop our digital technology as part of our remote learning we will pay attention to the key findings of the EEF report on 'Using Digital Technology to Improve Remote Learning' 2019.

We will consider how technology will improve teaching and learning before using it:
- We will consider the pedagogical rationale for how technology will improve learning.
- The principles of how to use technology successfully are not distinct from questions of how to teach effectively or how children learn.
- We will develop a clear plan for support and implementation, in order to have an impact.
- We will consider what initial training will be needed, what time and resources are required, and what ongoing support should be available.

We recognise that technology can be used to improve the quality of explanations and modelling:
- We know that technology has the potential to help teachers explain and model new concepts and ideas.
- We recognise that how explanations and models are conveyed is less important than their clarity and accessibility to pupils.
- We recognise that introducing a new form of technology will not automatically change the way teachers teach.
- We understand that technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do, but may be most effective when used as a supplement rather than a substitute for other forms of modelling.

We know that technology offers ways to improve the impact of pupil practice:
- We recognise that technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.
- We recognise that technology can be engaging and motivating for pupils. However, the relationship between technology, motivation, and achievement is complex.
- We recognise that monitoring how technology is being used, including checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.
- We recognise that some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.
- Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.

We recognise that technology can play a role in improving assessment and feedback:
- We understand that technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching.
- We recognise how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered.
- We know using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.
- We recognise technology can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary.

- We appreciate that feedback via technology is likely to be most beneficial if it is provided in addition to, rather than instead of, other forms of feedback.

CONTINUING PROFESSIONAL DEVELOPMENT

Development opportunities will be identified by leaders and disseminated by phase leaders, regarding increasing skill set in remote learning. This may include:

1) Online training;
2) Reading;
3) Individual tutorials;
4) Phase training;
5) Engagement with LtFs;

School Leaders will engage with teachers over what devices & resources they have access to and any devices and resources they feel would support their delivery of home learning.

Teachers are responsible for ensuring they have the necessary skill set in order to deliver remote learning in line with this policy, they are to raise any concerns with their phase leader if they feel they require additional support.

ROLES AND RESPONSIBLITIES

Senior Leaders are responsible for:

- Ensuring any daily reporting to the DfE and LA is completed.
- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

The Designated Safeguarding Lead (or deputies) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying any support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Phase Leaders and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The School Business Manager is responsible for:
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- 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.
- Access DfE equipment provider routes.
- Ensuring the admin team are clear on their responsibilities regarding attendance recording and sharing.
- Record cases or suspected cases of COVID using the required processes.
- Manage the admin email account.
- Organise the arrangements of communications with parents;
- Ensure parent contacts are kept up to date.
- Work with the kitchen on the provision of school meals.
- Report additional costs to Governors and ensure expenditure complies with finance policy delegation.
- Lead on health and safety.

The Admin Team are responsible for:
- Keeping an accurate record of attendances and absences;
- Communicating Covid related absences with school leaders;
- Communicating Covid related absences of children with a named social worker to the Parent Worker if they are in school. In the event the Parent Worker is not in school, the Admin Team email the allocated social worker to inform them of the absence;
- Keeping the log of contact with the Education Welfare Officer up to date;
- Making arrangements for FSM for vulnerable children and families, and those in receipt of a positive test for coronavirus;

Teachers are responsible for:
- Each week as part of PPA, planning learning tasks for individual children who maybe off for COVID related symptoms, which have resonance with the learning opportunities children will be experiencing in class. In order that following discussion with the parent, relevant learning is available for the family which meets both their needs as well as curriculum needs;
- Being ready to provide remote learning for the class from DAY 1, in the event that the Bubble needs to self isolate;
- Co-ordinate engagement of Learning Partner/s in the event the Bubble needs to self isolate, including allocating responsibilities in order to deliver the school's remote learning strategy;
- Adhering to this policy at all times during periods of remote learning.
- Considering opportunities within weekly curriculum planning, to promote tools and behaviours which will support children and families during periods of remote learning;
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.

- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the business manager.
- Keeping in contact with children and parents.
- Replying to messages left by children and parents in a timely way.
- Providing feedback to learning returned or uploaded.
- Providing flexibility in the learning set and expectations of completion, understanding that the circumstances surrounding self isolation will have differing impact on families;
- Keeping parents and children informed of any changes to the remote learning arrangements or the schoolwork set.
- Continue providing activities in line with current planning that is already in place throughout the school;
- Planning learning that is relevant to the curriculum focus for the year group and endeavour to replicate this through video clips and tasks for home learners.
- Ensuring some of the tasks set will be able to be completed independently.
- Developing their use of online tools to support delivery of remote learning.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.
- Adhering to the Staff Code of Conduct at all times.

Learning Partners are responsible for:

Supporting Teachers with learning remotely:
- Teachers will liaise with Learning Partners to identify the work that needs to be completed to support learning remotely.
- Learning Partners will, prepare resources for learning remotely where appropriate.
- Learning Partners may be asked to support with the preparation of resources in readiness for the children's return.
- They may be asked to make contact with the family by telephone.
- Adhering to the Staff Code of Conduct at all times.

Parents

We understand that parents may struggle to support their children with learning remotely. The school does not expect that children will complete all the tasks provided and advocates a little and often approach. Teachers will ensure some of the tasks set will be able to be completed independently.
Parents are responsible for:
- Supporting their child(ren) as best they are able given their own home circumstances;
- Engaging with the school during their child's period of absence.
- Supporting their child in accessing learning remotely;
- Encouraging their child and celebrating their achievements;
- Be attuned to the well being of their child;
- Be mindful of mental well-being of both themselves and their child and encourage regular breaks, games and get fresh air;

- Support their child in having regular screen breaks;

- Discussing any concerns or queries they have with the school at the earliest opportunity;

- Being respectful when making any concerns known to staff;

- Informing the school if they need support in accessing remote learning or require an alternative format;

- Reporting any absence;

- The parent understands that staff have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is to be limited to during school hours.

- Keeping the learning completed at home safe, ideally in their home learning pack, and can be brought back to school when safe to do so.

- To attempt to make use of the resources shared with them i.e. printing sheets, using relevant mathematical methods etc…

- We would encourage parents to support their children's learning, including finding an appropriate place to sit and, to the best of their ability, support pupils with learning encouraging them to engage with good levels of concentration.

- Every effort will be made by staff to ensure that work is set promptly on appropriate but school cannot guarantee that the chosen IT platform will work on all devices. Should accessing learning be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Children are responsible for:
- Demonstrating a good learning attitude to remote learning;

- Engaging with activities that they enjoy and feel comfortable with;

- Sharing any challenges they are having with remote learning with their parent and teacher;

- Doing some reading every day;

- Using any IT equipment safely;

- Engaging with regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;

WELL BEING OF STAFF

The school has a duty of care towards the staff, all decision making regarding children and provision will have due regard to:
- Promoting resilience in staff and stakeholders:
- Supporting staff to positive adapt in the face of significant challenge;
- Not expose them to unnecessary risk including: infection; emotional or physical harm; stress;
- Maintaining the schools relational approaches:
1. Staff to Senior Leaders relationships
2. Staff member to staff member relationships
3. Staff member to child and family relationships
4. Staff member to family/personal relationships

- There is a timetable in place for staff to access PPA time, Phase Meeting Time and directed time, in order to ensure that workload is being managed. This time also provides an opportunity for curriculum development in line with school priorities;

- Where appropriate flexible working practices are implemented in a way that promotes good work-life balance and supports teachers and leaders in managing the responsibilities they have to their families as well as work;

OPERATIONAL ARRANGEMENTS:

Daily Communication Arrangements:
Staff are updated regarding relevant information via Phase Leaders or email:

Leadership and Management Meetings
These are arranged fortnightly, key strategic implementation priorities are introduced or reviewed, for dissemination to teams via phase meetings. All Phase Leaders and senior leaders attended these meetings.

TAPAS Meetings
Is a key meeting opportunity used by school leaders to support the development of Phase practice in line with the operational practices and strategic direction of the school. It has a high importance during this period as it supports individual Phase Leaders in discussing with a Senior School Leader key phase the wider strategic development and operation of the school, as well as current operational requirements. Provision is made for this on a fortnightly basis.

Phase Leader Meetings
Is a key meeting opportunity used by school leaders to support the development of whole school practice and dissemination in phases in line with the operational practices and strategic direction of the school. It has a high importance during this period as it ensures there continues to be a focus on the wider strategic development and operation of the school, as well as current operational requirements. Provision is made for this on a weekly basis.

Phase Meetings
Is a key meeting opportunity used by the each phase leader to meet with their individual teams, to support the implementation of: whole school operational practices and strategic direction; phase practices and the development of individual practice. It has high importance during this period, as it ensures there continues to be a focus on the wider strategic development and operation of the school, as well as current operational requirements. Provision is made for this on a fortnightly basis.

Role of Self Reflection Time:
Is a key tool used by the school to support the development of individual practice. It has high importance during this period, it supports all three areas of Belonging; Help-seeking; Learning; (British Psychological Society: Teacher Resilience during Coronavirus School Closures).

Pedagogy Discussions
There's a recognised need for continued discussions with teachers within phases, phase leaders will manage this within current operational framework.

Learning and Teaching Forums
These are an important strand of school development, as this centres on whole school continuing professional development in line with the school improvement priorities. These are planned training events held in school.

Strategic Leadership Meetings
The Head of Learning and Development and Leader of Learning and Development meet once a week, to review all aspects of the school provision and priorities, in order to review arrangements or plan implementation in line with the school's strategic plan.

Safeguarding Meetings
These take place once a week between the DSL and deputy DSL, caseload is reviewed, along with implementation of arrangements and emerging priorities. Any identified actions have an allocated person responsible to take forward.

Pedagogy Discussions
There's a recognised need for continued discussions with teachers within phases, phase leaders will manage this within current operational framework.

Engagement with Off Site CPD
AS part of the school's SLA with ECSTA and purchase arrangements with Babcock, the school is engaged in virtual training events this year, in order to ensure it continues to drive forward in areas of strategic priority.

Home Working Arrangements
Where appropriate staff are supported in home working arrangements through:
- Having weekly opportunities to attend a team meeting via face to face (following social distancing guidance) or via TEAMs to review arrangements;
- Where the above is not possible, weekly telephone contact is maintained with the Head of Learning and Development;
- We recognise that for some staff it might be unsuitable for them to work from home, if this is the case staff are able to attend the workplace as a Key Worker;
- Being clear knowing their generic responsibilities;
- Being clear on who their named staff contact is;
- Arrangements are put in place to support staff in not being put in situations which lead to them feeling uncomfortable when working in an unfamiliar situations or 'new' work location;
- Staff will be reminded to access their breaks throughout the day in a well ventilated allocated space
- There is flexibility over the hours people homework in order to fit in with their own commitments;
- Where staff do not have access to IT, alternative arrangements are put in place in order that all staff feel that they are making a contribution to the setting;

Keeping in Touch Telephone Calls
- To be used to maintain informal relationships, with no subtext or expectation of what is discussed.

RISK ASSESSMENT
- There is a comprehensive risk assessment which covers all aspects of operational practices during COVID 19, this is updated daily in light of local authority and Government advice.
- The Risk Assessment is used to inform all aspects of school operational practices.

REFERENCE TO KEY DOCUMENTS
- All documents suggested by local authority, Government or other agency are reviewed and implemented as appropriate, following an interrogation of how it fits with the operational practices and ethos of the school, unless they are required documents to implement in which case practices are reviewed and adapted accordingly.

DATA PROTECTION
This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- Staff will be responsible for adhering to GDPR when teaching remotely;
- Staff will maintain confidentiality at all times;
- Staff will ensure the security of their device;

- Sensitive data will be sent via secure email and not transferred between devices;
- All contact details will be stored in line with the Data Protection Policy;
- Paper copies of contact details are not to be taken off the school premises;
- Staff will take care not to share contact details when emailing multiple people
- Staff will careful when sharing usernames and other personal data for access to online resources
- Staff will use the [secure] method of sending any electronic communication which is sensitive, safeguarding, confidential or refers to a child or parent by name.

GOVERNING BOARD

The governing board is responsible for:
- Monitoring the implementation of the school's remote learning strategy;
- Evaluating the effectiveness of the school's remote learning strategy;
- Ensuring the school is complying with its statutory responsibilities;
- Monitor any incidents related to remote learning;
- Check that the school has the resources to implement the remote learning policy;
- Reviewing any training needs of staff;

In monitoring the implementation of the Remote Learning and Provision policy, Governors review arrangements and impact of:

RISK ASSESSMENT:
- Governing Body to be assured that an adequate risk assessment has been conducted, and that protective measures are in place to reduce risks to children and staff;

STAKEHOLDER ENGAGEMENT:
- Governing Body to be satisfied that senior leaders are communicating frequently and effectively with staff, parents, carers and the local community, and listening and responding to any concerns they may have regarding the further opening of the school

STRATEGIC PLANNING:
- Governing Body to be assured that Headteacher has had regard to DfE's guidance in their preparation and planning. This includes advice on putting in place protective measures - such as smaller class sizes, and cleaning regime;
- Governing Body to remain accountable for their schools and should stay connected to senior leaders, and the key operational decisions they are taking, to retain a strategic overview of the school or trust.

SAFEGUARDING ARRANGEMENTS:
- Governing board will continue to have regard to the requirements set out in statutory guidance 'Keeping Children Safe in Education' (KCSIE).
- The board will review and revise their child protection policy regularly as circumstances continue to evolve.

DISADVANTAGED CHILDREN:
- It is a government priority for vulnerable children of all year groups to access learning;
- Governing board should continue to support the headteacher in encouraging vulnerable children to access remote learning and provision;
- Governing board will ensure disadvantaged children are being supported to access learning

WELL BEING OF STAFF

- Governing board, together with senior leaders, will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.
- The board will assure themselves that workload is being carefully managed by senior leaders and that this is factored into their resource and curriculum planning, including considering where additional resource could be safely brought in if necessary

LEAD GOVERNORS
- Will continue to undertake their role, with a focus on COVID 19 arrangements in their reports for 2020 - 21, reflecting the provision in relation to their Lead Governor area;

WHO TO CONTACT

If parents have any questions or concerns, they should contact the school using the usual means:
- Via the school gateway app;
- Telephoning on 01626 203040;
- Email: admin@haytorview.devon.sch.uk;

The contact will be handed onto the attention of the most appropriate staff member for their attention.

School will maintain a record of contacts made:
- Emails will be managed via the admin email account and not via staff's individual email accounts;
- Telephone calls will be recorded on the child's communication log.

There is a regular article on the newsletter informing parents of how to raise any queries;

ROLE OF SELF EVALUATION

During this period the role of self evaluation is key, as we are working within new operational practices whilst continuing to implement the strategic direction and work of the school.

The risk assessment is revised weekly following:
- advice;
- a review of processes;
- an incident;

The extensive communication routes identified above both with staff, children and families inform the development of provision and practices. There is an explicit focus on reviewing arrangements fortnightly with Phase Leaders and in Phases.

Remote Learning is reviewed weekly be Senior Leaders, Phase Leaders and Safeguarding Leads, it is reviewed fortnightly by Phases and monthly by Governors.

APPENDIX 1

The following resources may support the opportunities parents are providing for children at home.

Wellbeing

Staying physically and mentally healthy is extremely important. Here are some links to resources to help boost your child's wellbeing:

Physical activities
- **Les Mills Born to Move** - Free online workouts designed for primary-aged children, incorporating dance, martial arts and yoga
- **Go Noodle** - Activities to get children moving in a mindful way
- **Cosmic Kids** - Yoga for children
- **BBC Super Movers** - Learn while you move - active maths, English and science lessons
- **Change 4 Life 10 Minute Shake-ups** - In collaboration with Disney, a collection of active game ideas
- **Boogie Beebies** - Videos that get younger children up and dancing with CBeebies presenters

Art and music
- **Crafts By Amanda** - Kids' craft ideas

Mental health
- **CBeebies I Can Cook** - Recipes to make with children
- **Childline Calm Zone** - Breathing exercises, yoga and games to help children work through anxious feelings

Coronavirus-specific resources
- **Talking to your child about scary world news** - Mental Health Foundation
- **A kid-friendly guide to the coronavirus** - Konnie Huq on YouTube

Maths
- **White Rose Maths** – Short video lessons and activities
- **Third Space Learning** – Home learning packs for Maths
- **Math Playground** – Maths games and activities
- **Splash Learn** – Skills-based maths games and activities
- **Sheppard Software** – Online maths games
- **Turtle Diary** – Videos, games and quizzes for a range of subjects
- **Top Marks 'Hit The Button'** – A great game for developing mental maths skills, ages 6-11

English

Below are free resources for reading, writing and phonics:

Reading
- **The Literacy Trust** has launched a portal for parents/carers which they are constantly updating. It is split into age groups and has a wealth of wonderful resources, access to books, audio books and videos and lots of simple ideas and activities to engage your child at home.
- **The Book Trust** has top tips and lots of information about books, including a Book Finder tool and advice about which book your child might like based on the books he/she has enjoyed so far. There is a new Home Time section with online books, videos, quizzes, illustrator workshops, competitions and activities.

- **Audible** has made all stories free while schools are closed. There is a range, in six different languages, which can be streamed to a phone, tablet, laptop or computer for children (and you) to listen to.
- **CLPE (Centre for Literacy in Primary Education)** has lots of free resources, including poems and videos of poets reading their poems. You need to register to access some of their site, but it is free to do so.
- **Oxford Owl** have over 100 free e-books for children aged 3 – 11 years.
- **Love My Books** has lots of ideas to help children and parents/carers enjoy reading together.
- **Get Epic!** offers 30 days free access to lots of non-fiction books which you can read online. Some are also audio books which you and your child can listen to.
- **The Reading Realm** has daily activities based on books which they are providing online.
- **International Children's Digital Library** has a range of online books in a range of different languages.
- **BBC Bitesize** has plenty of reading activities, and there's lots of stories to listen to on **CBeebies**.
- The **Story Time** YouTube channel is growing every day and features teachers and trainee teachers reading books. You might even find your child's class teacher reading there!
- **Researchify –** Classic children's books in audio, PDF and Word formats
- **Poetry By Heart** - A wide selection of poetry covering different topics

Writing
- **Free Writing Friday –** Creative writing inspiration from Cressida Cowell, author of 'How To Train Your Dragon'
- **The Fiction Collection** – Pictures and questions to inspire creative writing
- **Pobble 365** - A new image is published each day as a basis for creative writing. Story starters, questions and drawing ideas are provided

Phonics
- **Phonics Bloom** - Online phonics games
- **Phonics Play** - Interactive phonics resources