



Remote Learning Plan/Policy 2020-2021

At Hiltingbury Infant school we value the importance of home learning and in response to the Covid pandemic recognise that high quality remote learning is integral to supporting our children if Covid restrictions mean they are unable to access school e.g. self-isolating, local or national lockdowns. The findings in the Education Endowment Foundation guide to support school planning have been used whilst designing our remote learning plan.

Specific Aims:

- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class/year group bubble
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

Who is the Plan Applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This plan outlines expectations for individual, class, bubble or partial school closure.

Remote Learning for Pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents. Hiltingbury Infant School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils Curriculum

Hiltingbury Infant School recognises that there has been much disruption to children's education and therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise. Our approach includes a blend of paper resources, online

learning tasks through Seesaw and Tapestry including some video teaching and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- Purple Mash
- Education City
- Phonics Play

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education. The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year to avoid gaps in key learning. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND. The governors and senior leadership team at Hiltingbury Infant School are fully aware that these are exceptional times and each family is unique. Therefore, we will approach remote learning in ways which suit individual family needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. We recognise that:

- Parents/Carers may be trying to work from home so access to technology as a family may be limited;
- Parents/Carers may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.

Teacher Expectations with Individual's Absence

- If a child has Covid symptoms and is unwell; no home learning will be provided as the child needs to rest and get better before returning to school.
- If a child is self-isolating due to a close contact having symptoms and awaiting a test result, teachers will provide 2-5 days' worth of home learning tasks with links to activities on Seesaw and Tapestry, linked to current classroom teaching and learning.
- If a child is self-isolating for 10 days due to a close contact testing positive a two-week home learning plan with reading, writing, phonics, maths and foundation subjects will be emailed home with links to online learning platforms and tasks on Seesaw or Tapestry. Some learning videos will be uploaded with teaching from within school. All children will be invited to join twice weekly assemblies and sessions with the teacher using the platform Zoom.

Teacher Expectations – Full Class, Year Group Bubble or School Closure

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work for the week in English, Maths and foundation subjects will be posted on the school website page, within the 'Parents Tab' 'Home Learning During Closure' section by 9.00am on a Monday morning. The information will contain:

- Daily tasks for reading, writing, phonics and maths
- Links to tasks on Seesaw or Tapestry
- Other website links needed to access home learning resources along with clear information about the learning for that week.
- A variety of foundation subject and topic activities to select from daily
- Links to daily English video lessons – delivered by class teachers and utilising other materials.
- Links to daily maths video lessons – teachers may provide further resources and guidance.
- Work to accompany any relevant lessons will be available to download

- Staff will add these resources to the school website electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the platforms Seesaw or Tapestry
- Teachers will make sure all children and parents have access to logins for Tapestry, Seesaw and other learning platforms
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Hiltingbury Infant School recommend that each 'school day' maintains structure. This includes regular bedtimes and daily reading for pleasure. The school will provide a suggested timetable.
- If a class bubble is isolated, the children will be sent home with their home reading book
- Should anything be unclear in the work that is set, parents can communicate with class teachers via Seesaw and Tapestry or by contacting the school office.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of laptops etc.). These will be discussed on case-to-case basis.
- Weekly wellbeing calls will be made to children from the class teacher, familiar member of staff or where appropriate the SENCO.
- Printed packs will be available from the school office; providing two weeks of reading, writing and maths work as well as suggested foundation topic ideas.
- Weekly assemblies will be delivered by the Headteacher and Deputy Headteacher with a theme as well as a celebration assembly to maintain engagement and motivation to complete home learning.
- Teachers will run weekly group 'Zoom' sessions to enable children to see their peers and continue to motivate children who are learning at home.

Remote Teaching for Staff who are Self-Isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by their year leader, or the Deputy Headteacher or Headteacher and will be allocated on a case-by-case basis. Teachers will be expected to continue providing remote learning, planning and assessment if self-isolating but well themselves.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work