St Andrew's Primary School, Ramsbottom

As a community, including children, staff, parents and governors, we seek to encourage the faith and educational journey of all our members.
We exist to identify the spiritual, academic, physical and professional needs of the children and staff, enabling them to affirm, support and develop each other in the spirit of Jesus.
We believe especially that our education must be broad and life-changing, enabling all the children to develop to their fullest potential so they may influence both the world of today and the world of tomorrow.

Remote Learning Plan 2020-2021

Intent

- To outline our approach for pupils who will not be attending school as a result of government decisions/guidance or the closure of a class bubble
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- To outline expectations for staff that will not be attending school due to self-isolation but who are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils
- Provide appropriate guidelines for data protection

Who is this 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℃
- 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 class bubble or partial/whole school closure.

Implementation of Remote Learning for Pupils

St Andrew's CE Primary School has used research from Ofsted and Educational Endowment Foundation as a basis for our approach to remote learning.

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

St Andrew's staff and governors know that there has been much disruption to children's education and there is a commitment to ensuring that all children continue to receive a quality education should the need for remote learning arise.

The governors and senior leadership team at St Andrew's are fully aware that these are exceptional times and each family is unique, because of this will approach remote learning in way which suits their individual 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:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents 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.

Our approach includes the use of **Seesaw** as our main online learning platform. Seesaw for Schools is a digital app-based platform that allows children, teachers, and parents or carers to complete and share classroom work. Teachers can set work and give feedback. Work can be collated in folders for each pupil.

When providing remote learning, teachers are responsible for:

Setting work:
- Work will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum content for their year group.
- Work set will be differentiated as it would be in class.
- Teachers will set work for their own class and, occasionally, will assist in providing work for their "partner" classes i.e. same year groups in other classes.
- There should be a daily provision of maths, English and topic work (including some occasional RE).
- When work is being uploaded it will be uploaded to Seesaw.
- Teachers will liaise with the teachers who share a year group or across a phase,

including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

- The amount of work set will depend on the age of the pupil. Teachers should be mindful of the time that parents and carers have to support each of their children as well as possibly having to work from home and whether they can access a device.
- Teachers may use a range of resources. There is a wide range of resources available and many that children are already familiar with in school e.g. MyMaths, Times Tables Rockstars, Letterjoin etc. Children should be familiar with or be provided with any relevant log-in details required.
- Teachers may record themselves teaching and upload this to Seesaw. This may be using video recordings or voice recording over a PowerPoint or slides from ActivPrimary.
- Teachers should include some activities that are away from the device that give children a break from looking at a screen. These may include craft, baking or physical activities.
- Teachers will receive training and guidance so that they are confident in using the remote learning resources.

Providing feedback on work:

- Pupils will return work by using Seesaw.
- Teachers will provide feedback on this work by Seesaw. This can be written or done verbally using the technology Seesaw provides.
- Feedback should be timely.
- Teachers are not expected to give feedback outside of directed time although this may not always be practical.
- If a child or parent needs clarification on the work that has been set, they should use Seesaw to communicate with the teacher.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers should make contact with each family regularly by a phone call.
- Teachers should not be expected to answer emails or look at items on Seesaw from parents or children outside their directed time i.e. 8.40am and 4.00pm. It is recognised that this isn't always practical.
- Any complaints should be dealt with in the usual way and following the school's Complaints Policy and Procedures. If the complaint is of a safeguarding nature then it should be referred to the Headteacher/DSL who will follow the procedures in the school's Safeguarding policy and COVID19 Addendum.
- Teachers should contact parents if a child is not completing work.

The roles of other stakeholders:

Teaching assistants

When assisting with remote learning, teaching assistants must be available in their normal

working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

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

- Supporting pupils with an EHC plan who aren't in school with learning remotely.
- Be willing to complete some tasks from home if possible as directed by the class teacher they normally work with
- Attending virtual meetings/training with teachers.
- Staff should be mindful of dress codes i.e. Normal everyday attire suitable for a professional meeting and should attempt to conduct the meeting in a quiet room avoiding areas with background noise, nothing inappropriate in the background.
- The SENCO will liaise with colleagues in regard to the appropriateness of work set for children identified as SEND.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Giving support to colleagues in the setting of work for children to complete as part of their home learning.
- Alerting teachers to resources they can use to teach their subject.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach within their appropriate key stage.
- Giving support to colleagues in the setting of work for children to complete as part of their home learning.

Designated safeguarding lead

The DSL is responsible for:

See COVID19 Addendum to the Child Protection and Safeguarding policy.

IT support staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Giving advice that will assist pupils and parents with accessing the internet or devices

Parents

Staff can expect parents to:

- Ensure children complete work to the deadline set by teachers
- Alert teachers if their child is not able to complete work
- Make the school aware if their child is sick or otherwise can't complete work

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Keep in touch with the Headteacher to ensure the well-being of staff

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