Broadstone Hall Primary School Remote Education Policy

Rationale:

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, the Department for Education (DfE) expects schools to have the capacity to offer immediate remote education.

This policy sets out the remote education offer at Broadstone Hall Primary and how it satisfies the DfE expectations set out in the 'remote education support' section of the 'guidance for full opening – schools' document.

1.   Core Learning Values

At Broadstone Hall Primary School, we teach our children to be independent, resilient, co-operative and confident learners.

- Independent learners: able to complete tasks on their own

- Resilient learners: able to keep going if they become stuck, learn and use different strategies when problem solving and edit and evaluate their work in order to improve it

- Co-operative learners: able to work together to share thoughts, solve problems and develop new ideas

- Confident learners: able to try out new ideas, problems and concepts without fear of failure

These values weave through our curriculum and will be an integral part of our remote education offer.

2.   Our Policy Aims:

- Ensure consistency in the approach to remote learning for all pupils, including those with special educational needs, who are not in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations to all members of the school community with regard to the part they are expected to play in either the delivery of high-quality, interactive remote learning or their participation and engagement in such.
- Include continuous delivery of the school curriculum wherever possible, as well as support for motivation, health and wellbeing and for parents.
- Emulate the characteristics of good teaching that can be seen in the 'live' classroom through clear explanations and instruction, supporting growth in confidence with new material through scaffolded practice, application of new knowledge or skills and enabling pupils to receive feedback on their achievements and how to progress.

- Reinforce effective communication between school and families.
- Support attendance and engagement with the remote offer.

3.   Who is this policy for?

Stage 1:

- Pupils who are absent because they, or a member of their household, is awaiting Covid-19 test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.

Stage 2:

- Pupils who are absent because they are required to self-isolate due to testing positive for Covid-19 or being identified as a direct contact of someone with a positive test result.

Stage 3:

- Pupils whose 'class bubble' are not permitted to attend school because they, or another member of their 'class bubble,' has tested positive for Covid-19.
- All pupils who are affected by partial or whole school closures due to local or national restrictions or the school's inability to meet safe staffing capacity.

In each of these circumstances, remote learning will be shared with the relevant families; it will not be shared with pupils who are able to access their education in school.

4.   Home and School Partnership:

Broadstone Hall Primary is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will sometimes look different for different families in order to suit their individual needs. Whilst we expect the majority of pupils to be able to access the remote learning in the way outlined in this plan, we will endeavour to adapt this, where home and school agree that this is appropriate.

School will provide regular reminders and practice sessions with the pupils on how to access, navigate and effectively use the platforms that their remote learning will be provided on. Parents will receive parent guides on how to log in, monitor and support their children's remote education via these platforms.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work, encouraging them to work with good levels of concentration and produce work of a good standard.

Every effort will be made by staff to ensure that work is set promptly. This will usually be ready for the first full school day after learners are required to isolate. Should accessing work be an issue, parents should contact school promptly. Whilst we recognise that the very nature of a remote education impacts on the pupils' 'digital diet' in terms of increased screen time, we are committed to ensuring that the teaching resources that necessitate the children watching the device, are balanced with tasks which relieve them of this. Therefore, just as in school, children will be required to record their learning and complete tasks on paper in their books, continue their daily reading and complete other non-screen activities. Where tasks are completed in their books, this will be uploaded for feedback in the form of a photograph.

Resources to deliver this remote education plan include:

- The online tools of Tapestry for EYFS children and Purple Mash for KS1 and KS2 as the main platforms for teaching and learning.
- Use of informative or instructional videos for the teaching of lessons
- Physical materials such as number squares, counters and tens frames.
- Use of BBC Bitesize, MyMaths and Oak National Academy to supplement the offer.
- Printed learning packs or textbooks.
- Hardware to access the learning on where there are no devices in the home (if possible).

SEND:
- The school SENDCo will monitor the work set by teachers for children with significant additional needs and/or those with an EHCP. In some instances, the SENDCo may make direct contact with the families to discuss how best to support their child at home.

5. **Remote Education Staged Approach:**

Broadstone Hall is adopting a staged approach to the remote education that it will provide. Where a whole class / bubble or school is isolating, we will be able to provide a full remote offer with support. This offer will be considerably reduced when fewer numbers of pupils are isolating and the teacher is continuing an in-school offer for the majority. Teachers will only provide remote education for pupils whose absence is related to Covid-19.

Remote Education Staged Approach			
Aspect	**Stage 1** One or a small number of pupils isolating while awaiting the results of a Covid-19 test -either for themselves or a family member.	**Stage 2** One or small number of pupils isolating for 10-14 days due to a positive Covid-19 case	**Stage 3** Full 'Class Bubble' closure for a fixed isolation period or partial or whole-school closure for an indefinite amount of time
What curriculum will pupils receive?	• A learning pack will be uploaded to Purple Mash as soon as possible. • These activities will revise key aspects of prior learning in reading, writing and maths (phonics in EYFS).	• In EYFS, the teacher will upload a video to Tapestry explaining the activities for the day and 'checking in' with the children. EYFS teachers will also upload a word document highlighting the learning for the day (phonics, maths and fine motor activities). • In KS1 and KS2, English, maths, reading and wider curriculum activities will	• A full timetable and curriculum offer uploaded on a daily basis. • Pupils can also access all of the other digital learning resources that are available through school licensing, such as My Maths and Purple Mash, alongside the free lessons on Oak National Academy and BBC Bitesize.

		be uploaded to Purple Mash daily. These will emulate the in-school offer as far as practically possible. • The level of teacher input/guidance will vary depending on the ages and abilities of children. • Pupils can also access all of the other digital learning resources that are available through school licensing, such as Purple Mash and MyMaths, alongside the free lessons on Oak National Academy and BBC Bitesize. NB: Teachers will liaise with parents/carers regarding the remote education of a child who actually tests positive for Covid-19 as we understand that the pupil(s) may actually be unable to work remotely due to sickness linked to the virus.	
What access to a teacher will pupils have for support?	• Teachers will provide feedback regarding work when the pupil(s) returns to school. • If the pupil isn't able to return to school due to a positive Covid-19 case, teachers will follow the feedback processes outlined in Stage 2.	• Teachers will endeavour to upload enough materials to promote independent learning. They will check the learning platform daily, if possible, to respond to any queries. • When possible, they will offer feedback on any work uploaded to Purple Mash. • If children experience technical issues on Purple Mash, then evidence of finished work, including photos, can be sent to teachers via nichola.keith@broadstonehall.stockport.sch.uk.	• Teachers will upload lesson materials and teaching guides on a daily basis. • Work will be uploaded after 3pm in readiness for the next day. • Teachers will offer feedback on any work uploaded to Purple Mash. • Teachers will be available online from 9am-3pm to support and guide learning, and feedback on pupils' work that has been sent by parents via email or uploaded to Purple Mash. • Teachers will also provide feedback and support via

			Purple Mash if required.
			• Evidence of finished work, including photos, can be sent to teachers via nichola.keith@broadstonehall.stockport.sch.uk if children experience technical issues on Purple Mash. Teachers will then provide feedback when possible.
What other support will be offered?	• Teachers may provide telephone support where school feel this is necessary. • In Stage 1, parents must understand that this will be at a convenient time for school due to class commitments.	• Teachers, or a member of SLT, may make a phone call to provide support where necessary. • In Stage 2, parents must understand that this will be at a convenient time for school due to class commitments.	• A member of SLT or our Family Liaison Worker will make a catch up phone call to each pupil on at least a three-weekly basis. • The pastoral team in school will take up the safeguarding duties for remote education.
How will school ensure engagement with the remote offer?	• School has a duty of care to ensure children attend their education setting; this is still the case when the setting is off the school site and, in the case of this policy, is at home. • Continued, uninterrupted education is vital for the learning and progress of pupils and, therefore, engagement with the remote offer is expected. • Engagement in the remote education offer by uploading work to the learning platforms, or via class emails in Stage 2/3, is classed in the same way as an attendance mark. • As a result, school will follow up with parents where there is not sufficient engagement. In the first instance, after 48 hours with no engagement, a member of the office staff or SLT will contact parents to offer support.		