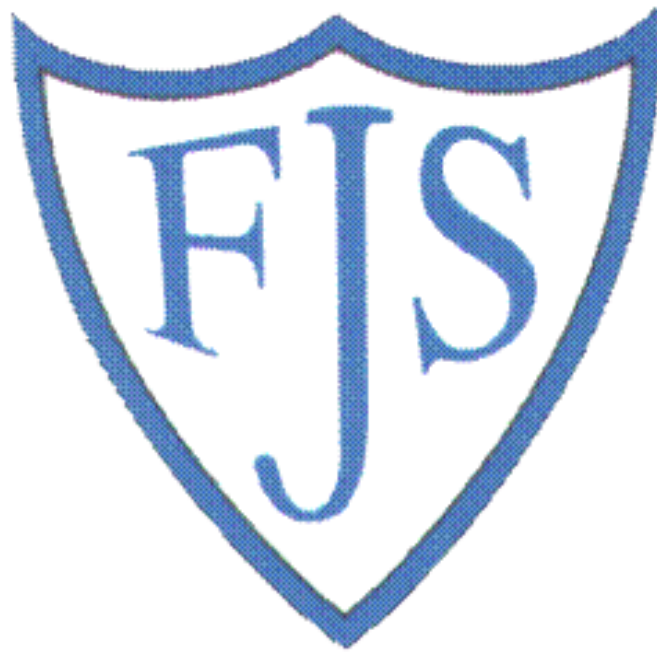


# Forefield Junior School



## Covid-19 Remote Learning Policy

Meeting where agreed and ratified: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# Sept. 2020 Review Dec '20

3 months or earlier in response to evolving pandemic

## **MISSION STATEMENT**

*Forefield Junior School is a P.R.O.U.D. school built on **Passion and Respect**, where **Opportunities** can be seized by **Unique and Determined** learners.*

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We are passionate about learning in an environment where everyone is empowered to be themselves and to flourish. We respect and value each and every individual and cherish their unique qualities to create a sense of belonging. We are determined to support personal, social and emotional development by encouraging self-belief and providing opportunities for everyone to express themselves and grow in confidence.

By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to instil a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.

We will consistently promote the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do.

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***This is what makes us PROUD:***

***Passion, Respect, Opportunity, Unique, Determined.***

## **Purpose**

The purpose of this policy is to set out the procedures that will be in place to ensure pupils are supported effectively in the event that they are unable to be taught on the school site.

In the event of a school partial/full closure or the need for pupils to isolate, the policy will identify steps in place to ensure all pupils are able to access learning while at home.

The need for equity will be identified, and support for both parents and pupils in accessing effective teaching will be addressed.

## **1. Format**

The learning platform used by Forefield Junior School will be Seesaw. The rationale behind the use of this platform is that pupils are familiar with the APP as they will have used it in school and from September 2020 it will be used each week to set 'paperless' homework activities.

## **2. Equity**

The use of Seesaw will ensure that all pupils are able to access the learning opportunities provided by the class teachers equally.

All pupils accessing learning through Seesaw will have been provided with their remote learning login details (QR code) prior to any school/class closures. Class teachers will invite families to access the SeeSaw family APP through the same process to allow family members to oversee pupils' learning.

In the event that pupils do not have the equipment to access their learning online, they will be able to contact school and we will endeavour to loan a laptop/tablet (either through a government scheme, or using PPG funding). The serial number of the device will be recorded prior to it being taken home. Alternatively, we will provide printed resources for pupils who do not have suitable online access.

We recognise that support at home may be varied and should be considered in the work/activities set for pupils. Teachers will provide full explanation and clear teaching points for pupils to minimise the need for further explanation from parents/guardians.

## **3. Support**

Teachers have been using Seesaw since the introduction of iPads to the school in 2017 and have access to online support material.

Pupils (Y4-6) are familiar with Seesaw due to its use in school. The complexity of tasks will vary due to the experience of pupils and the learning opportunities they have had during their time in school.

Support for parents, in the form of video tutorials, is available via links on the school website.

On the occasion that parents are still in need of support, they will be asked to contact the class teacher who will arrange to speak with them to offer support.

## 4. Expectations

The expectations of stakeholders while implementing distanced learning may vary, therefore clarification on the matter is needed. Remote learning will be available from the first full school day of closure.

**4.1. Teaching:** In the event of a partial or full school closure, teachers will set work based on the school's well-sequenced curriculum, building on knowledge and skills, that they would have been taught in school. Teachers will provide clear explanations of new content and adjust the pace and difficulty of what is being taught in response to their assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. There will be a tiered approach to the tasks set and teachers will endeavour to meet pupil needs.

**4.2 Feedback:** Teachers will provide feedback in written or verbal form using the tools available on Seesaw. Feedback will address any misconceptions held by the pupils in the work submitted, and acknowledge the work completed. Pupils will be made aware that their work has been seen using the 'like' button. Teachers will not be available to respond to messages from parents during evenings or weekends – but will review submitted tasks at a time appropriate to their individual circumstances.

**4.3 Submission:** Work should be submitted by 4pm. each day. Work submitted after this time may not be responded to by the teacher until the next day.

**4.4 Teacher workload:** must be manageable, setting four pieces of work daily will mean a maximum of 120 pieces of work per day to be addressed (based on a class of 30 pupils). Expectations that work will be completed by pupils before what would be the 'end of the school day', should allow time for feedback/recognition of the work completed. However, due to each teacher's individual circumstances and family arrangements, they will manage their workload with regard to their own well-being.

**4.5 Assessment:** Teachers will make formative assessments and track pupil progress based on the work submitted by the pupils.

## 4.6 Curriculum timetable for a partial/full school closure:

We are fully aware of the challenges faced by parents/grandparents regarding home learning and whilst staff will aim to maintain a 'school day,' we understand that not all pupils will be able to complete tasks at the same time/pace as others. Therefore, the class timetable will be the basis for lessons, but some lessons/tasks may need to be adjusted to reflect the restrictions in place. Teachers will endeavour to maintain a 'presence' through posting videos and 'voice recordings' and by responding throughout the day.

English and maths lessons will be set daily. The input will be provided by the year group (or class) teachers, followed by a task for the pupils to complete. There will also be a SPaG task to reinforce spelling/grammar.

Throughout the full/partial closure there will be a balance of other subject lessons – in-line with the expectations for that half-term. Science, history OR geography, Art OR design technology and computing, music, Spanish and PHSE tasks may be assigned.

Pupils will also be encouraged to utilise the many online resources that they have access to, in order to support their learning, eg: TT Rockstars, ActiveLearn, Lexia, Linguascope etc.

## 5. Shielding or self-isolating pupils:

We will use Seesaw to set home learning for any children that are shielding or self-isolating as per government guidelines.

Work will be available to access on Seesaw within 24 hours of reporting the child absent. In the meantime, parents can access video lessons from Oak Academy [www.thenational.academy](http://www.thenational.academy) and BBC Bitesize [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize).

## 6. Self-isolating staff:

There are several scenarios where a member of staff may not be able to attend the workplace due to self-isolation rules

- Their child has mild Covid 19 symptoms and are awaiting test results
- They have been advised by Test and Trace to take a Covid test and isolate
- They have been in contact with someone who has tested positive and are required to self-isolate

**6.1 Teachers:** Teachers who are self-isolating, but well, will liaise with their year group partners to set daily work for their class or take on the responsibility of setting work for pupils who are self-isolating.

## 7. Safeguarding:

The use of Seesaw conforms to GDPR regulations in terms of data protection and sharing data.

Seesaw: access to Seesaw is restricted to individual users which means families are only able to access their child's accounts while at home. Any work added to a child's account should be their own, examples of work from their

peers should only be shared with the permission of the parent of that child and should celebrate accomplishment or effort alike.

Loaned devices: Loan agreements must be in place before a device is taken off site.

## Outcomes

Through remote learning, all pupils will be able to access (via SeeSaw) appropriate learning tasks set by the school.

Where technology is a barrier, school will work closely with parents to overcome this – either by loaning equipment or providing paper copies.

Socially, pupils will be able to maintain regular links with their teacher.