

***Barnston Remote Learning Strategy – September 2020***

***Up-dated January 2021***

***September 2020***

**Government Guidance**

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

We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example, where this would place significant demands on parents’ help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

**NB. From January 4th 2021, remote learning registers will be recorded, in order that the school records who is logging on and learning alongside their class and parents will be encouraged to engage with the live remote learning if their children are not KWV and attending the school setting**.

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| **Strategy Plan** | |
| **Step** | **Action** |
| 1 – Technology at home | During lockdown, we provided devices for three children. On a case by case basis, we also provided paper copies of home learning activities for 5 families. This strategy will continue throughout further isolations or lockdowns if families need support. |
| 2 – Individual Pupil isolation | **Individual isolation** will occur for the following reasons   * A child has returned from a holiday and is place in quarantine for a period of time * A child has symptoms of coronavirus themselves and therefore must remain absent from school for 10 days unless a negative test is received * An immediate family member displays symptoms of coronavirus and therefore the child must self-isolate for 10 days unless a negative result is received * A child is identified through the government track and test system as a direct contact of someone with coronavirus and is asked to isolate by the system.   **Actions to be taken**  DK will update a COVID register daily, highlighting the date that a pupil is unable to attend school and a data a provisional return (this may change depending on symptoms).  Parents will be directed to their child’s Dojo/google classroom where weekly home learning tasks will be provided. To remove the need for teachers to do this on the day a child begins to isolate, the Dojo/google classroom will be updated weekly (with worksheets or signposting to the Oak National Academy). Printed resources will be dispatched to families (either through email or post) if Internet access is a barrier to learning. Live learning sessions will be available to remote into for 3 hours a day so the pupil can learn alongside their classmates. |
| 3 – Class/bubble lockdown | **Class/bubble lockdown/partial bubble lockdown** will occur for the following reasons   * A member of staff in the class/bubble has a positive test result for Covid-19 and has had direct contact with the class * A child has a positive test result for Covid-19 and has had direct contact with the class   **Actions to be taken**  Year group teachers will move to online learning via Google Classroom to continue a high quality curriculum at home or if partial closure, some in class and those at home remoting in. This may not necessarily be the class teacher, if they are the member of staff, who has tested positive for the virus. At least 3 hours of live remote core learning will take place a day.  They will continue following the coherent long term plans that already exist. This sequence will follow the rigour of a normal working day. Staff will provide explanatory videos to introduce new content and they will be expected to feedback to pupils about their work as well as setting work, daily. The use of current online platforms such as My Maths, RM Easy Maths, SPAG online, Bug Club, TT Rockstars and The Oak National Academy will beused to supplement work created by class teachers – this will be mainly afternoon work. The Music specialist will provide musical experiences through Yumu in Charanga music.  If Internet access is a barrier to learning or a quiet space at home, the children may attend school environment.  SEND pupils will have learning catered to their individual needs as it is in the normal classroom environment. |

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| 4 – Whole school lockdown | **Whole school lockdown** will occur for the following reasons   * An outbreak is declared in school by the Health Protection Team * A local lockdown is announced by Wirral Council and school are forced to close for a period of time * A national lockdown is announced by the government and only specific KWV groups are in school attendance   **Actions to be taken**  2 members of office staff per day to continue to attend school in order to keep communication operational.  JP/MP/EN/LH to attend school to develop future strategy and to ensure safeguarding provision is maintained.  Year group teachers will move to online learning via Google Classroom to continue a high quality curriculum at home – minimum of 3 hours live core learning a day. This may not necessarily be the class teacher, if they are the member of staff, who has tested positive for the virus. Phases can take 1 day each or set their year groups into 3 learning platforms.  They will continue following the coherent long-term plans that already exist. This sequence will follow the rigour of a normal working day. Staff will provide explanatory videos to introduce new content and they will be expected to feedback to pupils about their work as well as setting work daily. The use of current online platforms such as My Maths, RM Easy Maths, SPAG online, Bug Club, TT Rockstars and The Oak National Academy will be used to supplement work created by class teachers  If Internet access is a barrier to learning or finding a quiet space, the children can attend school.  SEND pupils will have learning catered to their individual needs as it is in the normal classroom environment. |
| Vulnerable children | Children who are in receipt of FSM, will be entitled to a daily meal – there is a delivery service free of charge provided by Wirral - [adam@neocommunity.org.uk](mailto:adam@neocommunity.org.uk). If this does not happen, then contact JP who will initiate vouchers in term time – in holiday time the school/government will pay for these (depending on government decisions). **NB. This is not universal free school meals that all F2-Y2 are entitled to only FSMs.**  All children entitled to a free school meal to be given the option to have a meal provided by school. The school office will email parents / carers to give the option of collecting a meal or having a meal delivered. |

**IF ANY REMOTE LEARNING TAKES PLACE – PARENTS NEED TO BE AWARE OF THE FOLLOWING SAFEGUARDING AND BEHAVIOUR EXPECTATIONS**

**Parents and carers thank you for taking time to read this for a few minutes the first time remote learning takes place.**

As your first remote learning experience please note the following:-

* Children will be reminded about Online safety and working on a device by the teacher and yourselves.
* Please ensure for safeguarding that you treat all that you hear as confidential, such as interactions between children and staff and any personal experiences the children may share.
* Please do not record or take any photographs or screenshots whilst they are online to the class for safeguarding reasons.
* Please do not interrupt the teacher yourself, but support and encourage your child to raise questions using the chat facility.
* Please point out to your child that the chat facility is to ask the teacher questions and should not be used to chat to other children who are remote learning.
* **At some points during the day, the class teacher will expect the child to work independently – please ensure that your child submits their work** on google classroom or Dojo at the end of the day so the teacher can assess and comment on their work.