

Bredenbury Primary School

Appendix to Curriculum Policy in response to COVID 19 and Remote Learning

This policy appendix aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education at Bredenbury Primary School if local restrictions require entire bubbles to remain at home, for partial closure or full closure. For the first and second scenarios it is our intention that pupil's learning at home and in school will receive the same content and opportunity.

Teachers are responsible for:

Remote teaching and study time each day:

The work set will mirror that of the equivalent length to the core teaching that our pupils would receive in school. We do however understand that accessing learning may vary depending upon the home and family situation and upon IT availability. We also understand that fresh air and exercise are hugely important and should take place when and where possible, and this mean that there may be occasions where all activities may not get completed.

The work set will mirror the curriculum that would take place in school at the current time. However, we will need to make some adaptations in some subjects. For example, we will take into consideration the potential difficulty in pupils accessing physical resources and plan more visual hooks for them to work from.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

KS1

AM:

9am – 10:00 am Reading/Literacy

10.00am- 10:30am Phonics

11.00-12pm Maths

PM: PM Topic based project

KS2

9am – 10:00 am. 30-minute key skills activity

10.00am- 10:30am. Mathematics

11.00-12pm Reading/Literacy Phonics Maths

11.45am 12.00pm Reading

PM Topic based project

Note: These timings can be flexible and screen breaks are necessary

Delivery of learning activities:

Remote teaching approaches will include:

- Live teaching in the form of online lessons, (at least 1 of the scheduled core lessons will follow this live teaching format each morning)
- Recorded teaching or discussion through powerpoints
- Referenced paper activities produced by teachers. In a proportion of some lessons the teachers may provide independent focus time where pupils are given time targets to complete an activity; this will then be followed up by show and tell time to reflect after the focus. At the beginning of each lesson teachers will display the lesson objective and success criteria so children can see the focus of their learning for that lesson.

In the case of an individual child isolation work will be sent directly to their see saw inbox.

With groups or whole class, teachers will ask their class groups to complete activities that will be posted on the **SeeSaw App**.

Parents and children will be able to view all work set by teachers on the SeeSaw home page. All completed work should be photographed and sent to teachers via the SeeSaw inbox - this allows all work and messages between pupils/parents/carers and teachers to remain private. To upload pupils work go to the inbox, select your message from the class teacher, press '+' and then 'upload' to add a photo.

Where access to IT is not possible parents are asked to contact the school regarding means of support. Similarly, if a child would benefit from access to physical resources or printed materials if

they do not have online access, parents are asked to contact the class teacher or Head teacher directly.

Wherever possible, pupils to submit their work via the Family SeeSaw App but also encourage children to file their completed work so it can be submitted physically on return to school when it is safe to do so. All collated work will then be evidenced in schoolbooks to account for work completed during remote learning periods, alongside the see saw records.

Support for pupils with additional needs:

The SENDCo remains responsible for:

Some pupils, for example, pupils with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home. We will work with parents and carers to support those pupils in the following ways:

- -Physical and visual resources can be delivered to our SEND children to enable them to still work to a level appropriate to them.
- -Teachers will provide bespoke virtual learning timetables linked to individual targets and support timetables.
- Our SEND children and families will receive regular phone calls and appropriate 1/1 virtual Seesaw sessions in the afternoons on a regular basis (up to 3 times a week) to further consolidate their learning. The structure and timings for these additional sessions will be discussed during the safe and well staff/parent phone calls.
- Staff will hold regular well-being phone call check ins with our SEND children and families during remote learning periods.

Pupil wellbeing and safety:

The Designated Safeguarding Lead (DSL) remains responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.

All staff and pupils using video communication should:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended
- The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

Parents are responsible for:

The school asks for parental support in readiness for children embarking on their remote by

- setting routines to support child's education in line with the timetable breakdown. A log of SeeSaw users who are online will be referenced and logged daily. This will ensure school and class teachers still hold responsibility for checking pupils' engagement with remote education. If class teachers feel engagement is a concern for any pupils in their class, wellbeing check in phone calls will take place in the afternoon of online learning days so we can inform parents and carers.
- supporting their child with feedback received from teachers. Teachers will comment on all work submitted via the SeeSaw inbox. It will be priority to make sure pupils receive daily feedback on their work. Pupils will receive constructive comments and feedback on their work. Next steps will be communicated where necessary and used to inform future planning. General messages and feedback for the whole class will sometimes be received on the home page as a message or video.
- being with their child, or the vicinity, during video contact
- informing their child's teacher if their child is unwell or unable to complete their remote learning that day