



Chaddesley Corbett Endowed Primary School

Remote/Blended Learning Policy January 2021

Remote Learning Introduction

In the event of long term closure or part-time attendance, staff at Chaddesley Corbett Endowed Primary School will continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both.

Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational packs of resources, online resources such as email, White Rose, Purple Mash, Bitesize and Zoom. This will ensure that the needs of all pupils are catered for and will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class. Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils. Teaching and learning can be tailored, changed and updated as time progresses, in-line with DFE guidance 2020 (Appendix 1), allowing for replication of classroom activity to the best of our ability. In all communications we will adhere to our commitment to maintaining pupil wellbeing.

Flexibility

We realise that the circumstances that cause our school to adopt a 'blended learning' approach 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 and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectations In the case of long term closure

We believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, we understand that work may be completed out of sync. That said, the work that pupils engage in during a period of closure, or as part of the 'blended learning' approach, will be part of our current planning and so cannot be considered as optional. Pupils and parents should consider the arrangements as set out in this document as highly recommended. Teaching staff will expect to receive all home

assignments within a stated timeframe. Should families encounter any difficulties with this arrangement, they must be discussed with the child's class teacher in the first instance.

Teaching staff will...

- Place significant emphasis on pastoral development within the classroom.
- Prepare weekly resources to meet the needs of each child.
- Share teaching and learning activities with their class through email and zoom.
- Continue providing work and support in line with current, extensive planning that is already in place throughout the school.
- Give credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- Ensure regular contact with pupils through zoom- *this will be when your child's teacher is preparing and delivering the home learning aspect of this policy, please be aware that teachers who are in school teaching a class will not be able to do this.*
- Reply to messages, set work and give feedback on learning/activities, within an agreed timeframe
- Make allowances for asynchronous learning, understanding that the circumstances may affect families in a number of ways.
- Inform the head teacher/ deputy (if unwell) and ensure in discussion with leadership, cover by another staff member for sharing of activities and keeping in touch with parents.

Non-teaching Staff will...

- Support class teacher in preparation of support packs/activities.
- Inform the head teacher/ deputy if unwell.
- Support, where necessary, individual/small groups of pupils by providing tailored activities which can either be used in school or when learning at home.
- Have access through zoom to support remote learning.
- Ensure their communications have been shared with the class teacher and/or SENDCO.

Pupils will...

- Adhere to all guidelines as directed by staff and comply with the expectations for engagement.
- Be assured that wellbeing is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Undertake any tasks prepared for home learning.
- Endeavour to keep up-to-date with daily teaching and learning, either in-school or via email.
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
- Only access the material shared by their teacher and will ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult.
- Consider learning a new skill, follow their own interests to discover more about the world around us or be creative, should an extended period of remote learning be required.

Parents will...

- Support their child's learning to the best of their ability, in-line with expectations to engage
- Ensure their child completes the all home assignments (either hard copy or digital) and submits them to the class teacher within an agreed timeframe.
- Ensure their child engages with email and online activities, set by their teacher.
- Not screenshot or copy any information, messages or posts to share on social media or any other platform.
- Know they can continue to contact their class teacher as normal through the email or by contacting the school office, if they require support of any kind.
- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.

Appendix 1: DFE Guidance Contingency planning for remote education

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. We will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual schools and colleges to follow the health advice. We will provide more information on this process in due course.

Contingency plans

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on [remote education support](#). In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all. There is an additional requirement that face coverings should be worn by staff and students, in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained.

However, there may be exceptional circumstances in which some level of restriction to attendance at schools is required in a local area. The Department of Health and Social Care (DHSC) has updated their [contain framework](#) to include an overview of the tiers of intervention for schools and colleges when managing local outbreaks and implementing restrictions.

We have also published guidance for decision makers at mainstream schools with secondary year groups, to help them plan for a [tier 2 rota model](#) if required. In the event of local restrictions on schools and colleges being required, we will publish further operational guidance for schools and colleges in the affected area, in order to notify them of restrictions and support them to implement their contingency plans in their local context.

Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require 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 curriculum, for example through technology, 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

For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in [how schools can plan for tier 2 local restriction](#).

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.

We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

Remote education support

Read how you can [get help with remote education](#) for links to a range of support for schools. This support has been co-designed with schools and will include a range of [school-led webinars](#) and resources intended to share good practice. This is in addition to the video lessons offered by the sector-led Oak National Academy and other providers of quality education resources.

Available support includes peer-to-peer advice and training through the [EdTech Demonstrator programme](#), as well as guidance on how schools can order devices and [get help with technology for remote education](#).