The John Wesley Church of England and Methodist Aided Primary School

Remote Learning Contingency Plan & Policy

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REMOTE LEARNING CONTINGENCY PLAN & POLICY

1.   INTRODUCTION

The John Wesley CEMP School is committed to ensure consistent and immediate remote learning if the need arises. This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic.

It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances.

1.   PURPOSE OF THE PLAN

This plan & policy outlines the actions The John Wesley CEM Primary School will take to provide remote education under the following circumstances:

SCENARIO 1
- Where a class, group or small number of pupils need to self-isolate following a confirmed case of Covid-19 within a bubble.
- There is a local/national lockdown requiring pupils to remain at home.

SCENARIO 2
- Any pupils shielding (long term)
- Any pupils needing to self-isolate but their peers remain in school
- Pupil is awaiting test result (short term)

2.   AIMS

The Remote Learning Contingency Plan will:
- Ensure immediate remote education is available should the need arise
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Follow the intended curriculum teaching sequence in school
- Offer high quality online and offline resources with links to pre-recorded videos/voice overs well matched to the school's curriculum expectations
- Ensure pupils receive regular assessment and feedback impacting on their attainment
- Provide printed resources to support those who do not have access to technology
- Be suited to the needs of the pupils. Younger pupils and pupils with SEND will have appropriate tasks set that encourage the development of independence
- Provide opportunity for a broad and ambitious curriculum.
- Ensure the quality of remote learning and in-school is equal to that which would be provided in school everyday in normal non-Covid circumstances
- Set out expectations for all members of the school community with regards to

remote learning
- Provide appropriate guidelines for data protection

3.   OVERVIEW

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we are providing a flexible approach to remote learning. We will offer a variety of daily learning activities across the curriculum so that pupils can work their way through as much as they are able, at a time that suits them.

For all the senarios, work will begin to be set from the first full day of absence and set daily. All work will be in accordance with what the child would be taught if in school- including the pitch and progression of the work. Where technology cannot be accessed, work will be available to be printed and collected from the school office (non-covid households) or posted if necessary, upon request.

4.   EFFECTIVE ONLINE LEARNING

According to a report by the Education Endowment Foundation (2020), teaching quality is more important than the methods used for delivery. Therefore, if effective elements such as clear explanations, scaffolding and feedback are present, pupils should learn just as effectively through remote teaching as they do during face-to-face instruction. Peer interaction in distance learning – for example, utilising peer marking, pre-recorded explanation of lesson content, and sharing models of good work – was found to be effective in motivating pupils and improving outcomes. Strategies that support children to work independently, such as checklists, daily plans and reflecting on their work, were also recommended.

5.   REMOTE LEARNING PROVISION

The online learning platform used in school is called Seesaw. This platform was found to be very effective during initial lockdown and pupils and families responded positively to its ease of use. All children have been given home learning codes and homework has been assigned so that pupils regularly engage with the platform. We have selected a platform which allows interaction between teacher and pupil and also allows peer interaction through a class blog. A range of feedback techniques can be used to support pupils learning such as peer marking, annotations, voice memos or 'likes'. The platform is also suitable for mobile devices.

Explanation of tasks will be given in a variety of ways, depending on the task and pupils' previous understanding.

- Premade video tutorials (YouTube, White Rose);
- Teacher made tutorials (Seesaw with vocal; Loom; video of task with verbal explanation; video of PowerPoints with voice over
- Teacher explanations (written and/or verbal) in the Seesaw explanation box.
- Teachers add comment (edit post -> add page -> draft [NOT IN COMMENTS] and expectations and return work 'as draft'
- Pupils check 'in Progress', read the teachers comments, **make changes**, and resubmit (green button).
- Additionally, The Oak Academy Trust and White Rose learning resources will be used to deliver high quality video teaching.

Accelerated Reader, Times Table Rockstars, Purple Mash and Education City are all available for our pupils to use at home.

We have investigated providing live face-to-face contact opportunities for children, to maintain a sense for them of being part of a class but not for learning and will be running informal 'Catch-Up' face to face live sessions regularly using Teams. While teaching a primary-age class this way is not practical, we are hoping to use it to provide some safe, supervised and structured opportunities for children to 'meet up' with their teacher and classmates and encourage a sense of belonging. These will run via Teams twice a week (see additional timetable). Phone calls to families will be also established to take place regularly with a member of staff to check in with our families.

6.   SUPPORTING FAMILIES WITH LIMITED ACCESS TO TECHNOLOGY

For those children who do not have access to technology a home learning pack is provided or conversations will be had to help get children access to technology.

Teachers monitor engagement on the platform and children who have not accessed learning will be contacted to ensure they have the appropriate support.

- For pupils who do not have suitable online access they will be provided printed resources, such as textbooks and workbooks and worksheets.
- We recognise that some vulnerable pupils and some pupils with SEND may not be able to access remote education without adult support and so our SENCo or FLO will be in close communication with these families via telephone call at least once a week.
- The DfE have outlined that laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak. These devices will be owned by the school and will be used to help some families and clinically extremely vulnerable children from all year groups unable to attend school.
- DfE is working in partnership with BT to offer free access to BT wifi hotspots for disadvantaged pupils. They are working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is

available.

- Under the government's recently updated definition of a vulnerable person, pupils who do not have suitable access to technology may be able to attend school in-person following discussions with the school.

7.   ADDITIONAL SUPPORT FOR CHILDREN WITH PARTICULARLY NEEDS

We recognise that some pupils, for example some children with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we work with parents and guardians to support those children in many ways, including the following ways:

- We work collaboratively with families, putting in place reasonable adjustments as necessary such as visual timetables and additional verbal instructions, so that pupils with SEND can successfully access remote education alongside their peers
- 1:1 adults work closely with SEND families to provide personalised support and learning
- 1:1 adults provide face to face live sessions to run personalised programmes such as speech therapy
- SENCo co-ordinates so sessions with different types of therapists can continue remotely

All provision and support decisions for children with particularly needs is considered on a case by case basis, avoiding a one size fits all approach.

8.   CURRICULUM OFFER

There will be a range of high-quality activities provided, daily activities for English and Maths, with weekly activities for our JWS Connected Curriculum foundation subjects. Learning assigned on Seesaw will be well matched to the intended sequence of learning in school, however paper-based activities will focus on addressing core skills such as arithmetic, grammar and handwriting.

The following table demonstrates the school's curriculum offer for pupils in **Scenario 1** (confirmed case or local/national lockdown):

SCENARIO 1		Online	Offline
Daily	**Reading**	**Reading** should be completed daily, if possible. Books can be read physically or online. There is a Reading Log in Seesaw and after the first use, needs to be saved in DRAFTS. It will be *pinned at the top of your activity page* so pupils can find it easily each day. Years 2-6 have access to **Epic** - which gives access to reading books at the current accelerated reading level. Year 1 pupils who access AR	**Reading** should be completed daily, if possible. Books can be read physically. Reading log to be recorded as usual in Reading Record Book.

		will also be able to read books online through Epic. Teachers will then to go into AR and give pupils access to book quizzes through their parents AR login.	
	English	One English task assigned daily, in line with the current intent through Seesaw platform. Activities may include grammar, sentence construction practise, learning based around a text or short comprehensions. EYFS/KS1 Phonics: Activities linked to current phases, 'phonics play' games, short teaching videos.	Home learning packs with range of activities linked to year group core skills e.g. grammar. EYFS/KS1 Phonics: Tricky words for current phase Caption reading and writing; Phonic booklets
	Maths	One Maths task assigned daily, including one lesson in the week focusing on times tables or number bonds Activities may include White rose/screen grab of a maths activity with supporting video clip, to complete in line with the objectives currently being taught, assigned via Seesaw, Maths links to songs, BBC videos or teacher videos to explain methods, links to Maths games	Home learning packs with range of activities linked to year group core skills e.g. arithmetic, times tables/Number bonds, calculation and shape, space and measure activities)
Weekly	**Connected Curriculum**	**2 activities of Connected Learning shared on Seesaw** a week. This will include Science activity and then either Geography, History, Art, music and/or DT activity .	Home learning packs with range of activities linked to year group Connected Curriculum Theme and Science Theme.
	R.E.	One activity shared on Seesaw weekly	Home learning packs with range of activities linked to year group R.E. learning
If you want to…	**Other**	Also on Seesaw, staff may also upload: - Story read aloud by class teacher. - Links to Jo Wicks PE or other active ideas - Music links and ideas - Things to do in lockdown for wellbeing/mental health, resilience All things for your children to take part in if they wish or want to.	

The following table demonstrates the school's curriculum offer for pupils in **Scenario 2** (shielding, self-isolation, awaiting test results):

SCENARIO 2	Online	Offline
Daily	Classwork for English and Maths assigned on Seesaw following current intent.	Home learning packs with range of activities linked to year group core skills

Weekly	Teacher to upload classwork for connected Curriculum; Science and R.E. Teacher can direct to Oak National Academy and BBC bitesize for supporting videos and activities.	Home learning packs with range of activities linked to year group Connected Curriculum Theme and Science Theme

The amount of remote education provided should be up to 3 hours a day on average for KS1 and up to 4 hours a day for KS2. This is taking into account all possible daily Seesaw activities and including TTRS, AR, Education City, Purple Mash, outside exercise and non-screen time activities.

9.   EARLY YEARS

For children in the Early Years teachers continue to communicate with parents through the Seesaw platform. Children will be given all areas of the EYFS framework challenges to complete at home that are more of a practical activity and links are provided to songs and games/apps. Story sessions will be uploaded for families to share with their child at home. Teachers will share challenges, videos and ideas on Seesaw to prompt children in their play. Teachers give feedback on each post sent by parents, a praise comment or question to further probe the learning.

10.   READING

It is vital that children continue reading to their parents over this period. Parent access to Epic allows them to check the reading level of the books they have at home, which will help their child to choose a book that will help them to improve. If their child has read all the books they have in their reading range, they can access lots more online and read books that way GetEpic.com and OxfordOwl.com both offer free books that can be read online.

11.   FEEDBACK & MARKING EXPECTATIONS

Through our learning platform, Seesaw we are able to provide timely feedback to enable to assess where the children are and provide next steps to support progress. Staff will acknowledge /positive comment on all children's work in a variety of ways including verbal voice notes, annotations or written comments as well as emojis.

12.   EXPECTATIONS OF PARENTS

All learning will follow the curriculum a child would be accessing in the classroom. Some of this learning will be familiar and some of it will be new. Explanations and tutorials will be given in a variety of ways but a child may need support from their parent in accessing these.

All children need to attempt and upload all tasks set on Seesaw. Children are asked to have completed the task within 2 days so they do not fall behind. The Maths and

English tasks need to be complete in succession. All or any tasks can be completed offline, on paper, but the instructions will need to be first read and understood. When completed, the task can then be photographed and uploaded to Seesaw.

Parents are encouraged to let their child's class teacher know via Seesaw if there is a worry or concern about completing any of the learning or if their child needs further time to complete it.

13.   EXPECTATIONS OF CHILDREN
- Some of their tasks will be new learning so they will need to listen, watch, and follow the instructions. The children need to think hard about their answers and try their best to work out the tasks BEFORE asking an adult in their house for support.
- They know how to use Seesaw, but may have to become the teacher at home to show their adults the different ways they can present their work.
- There will be a Maths and English lesson to complete every day.
- There will be a Science, RE and a Connected Learning lesson each week.
- Children should try to complete every activity, letting their teacher know if this can't be done.
- Activities can be completed straight onto Seesaw or on paper and then take a photo and add to Seesaw; some they can add a photo and use the mic to talk through what they have done.
- Children need to check their **Activities** 'In Progress' folder every day because their teacher will be sending some of their English and Maths work back to them with instructions on how to make it better. They need to read the extra message from the teacher and make the changes.
- Also in the **Activities** '**In Progress**' folder, children will find their READING LOG which they need to write in everyday that they have read. They need to write in the date, which page they read up to, and who they read with. If they finished the book and completed the AR book quiz, write in their score.

14.   ROLES AND RESPONSIBILITIES

TEACHERS
- When providing remote learning, teachers must be available during their normal working hours.
- If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- When providing remote learning, teachers are responsible for:
  - Planning and setting pre-recorded videos and activities sent daily by 9am (at least 1x Maths and 1x English) on Seesaw.
  - Communicating with your year partner teacher/s to ensure learning lines up with work set remotely and in class as much as is practically possible.
  - Communicating with staff (teachers/teaching assistants) in the year group to delegate tasks such as feedback on Seesaw, preparation of videos/activities for small groups, contacting families who are not engaging and may require support.

- o Arrange time as appropriate for supporting wellbeing phone calls.
- o Communicating with families by telephone & Seesaw to offer support and ask for feedback. Share relevant information with FLO or the SENCo.
- o Communicating with class on Teams 'Well-being' Catch-Up Sessions twice a week
- o Providing feedback on work daily on Seesaw during school hours.
- o Attending virtual meetings with other staff, appropriate training sessions and parents' evenings calls
- o Raising any questions, concerns, suggestions or ideas with SLT.

TEACHING ASSISTANTS

- When assisting with remote learning, teaching assistants must be available during their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- When in Scenario 1 or 2, teaching assistants are responsible, when in school, for:
  - o supporting some pupils (group or 1:1) who are in school (critical worker children and vulnerable children) to access classroom learning
  - o Covering Lunch and break where required
  - o Ensure that the allocated children from the phone call list is receiving their weekly telephone call from yourself or the class teacher
  - o Communicating with class on Teams 'Well-being' Catch-Up Sessions twice a week
- When in Scenario 1 or 2, teaching assistants are responsible, when working from home, for:
  - o Supporting pupils who aren't in school with learning remotely by asking the teachers in your year group, how you can support- there are many, many ways. This may be preparing small group or individually tailored activities for identified pupils. It may be recording short video clips reading a story or demonstrating a skill, or phonics sessions. It may be assisting with feedback on Seesaw. It may be telephoning specific families to offer support- with a withheld number. This will look different in every year group and is based upon a discussion with your year group teachers
  - o Liaising with your 1:1 children family if you are a 1:1 member of staff
  - o Attending virtual meetings with teachers, parents and pupils when requested, in an appropriate location (e.g. avoid areas with background noise, nothing inappropriate in the background)
  - o Communicating with class on Teams 'Well-being' Catch-Up Sessions twice a week
  - o Using any other working from home time appropriately to develop professionally, e.g. to attend online training

FAMILY LIAISON OFFICER
Alongside their usual role responsibilities, FLOs are responsible for:
- Contacting appropriate families to answer questions, offer clarification and discuss ways in which the school can support them.
- Identifying and assisting families in access to devices and work alongside DHT

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- Offering wellbeing support as appropriate- sharing concerns with SLT and arranging check-ins or support from an appropriate member of staff
- Ensure that their allocated children from the phone call list is receiving their weekly wellbeing telephone call
- Identifying any new vulnerable children and communicating these with SLT and SENCo.

THE SENCo

Alongside their usual SEND responsibilities, the SENCo is responsible for:

- Identifying any new SEND children and communicating these with SLT and FLO
- Attending relevant virtual meetings
- Ensure that their allocated children from the phone call list is receiving their weekly wellbeing telephone call
- Identify activities that TAs working from home can be completing at home to extend their SEND training and resources or support the children they work with
- Organise different SEND online training for staff (TA/Ts)

SUBJECT LEADERS

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers, teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

SENIOR LEADERS

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Coordinating children who are in-school and remote learning and creating the registers for the children in-school
- Coordinating which staff are in-school and supporting remote learning
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set on Seesaw and reaching out for feedback from pupils and parents
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set on Seesaw and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Respond appropriately to all concerns, suggestions and requests for clarification and support staff wellbeing by arranging check-ins and supervision where appropriate
- Ensure there is always a trained DSL on site and/or available

IT TEAM
IT Team are responsible for:
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

GOVERNING BOARD
The governing board is responsible for:
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

15.   GDPR

ACCESSING PERSONAL DATA
When accessing personal data for remote learning purposes, all staff members will use the secure systems. Staff will access these using the school's devices, not personal equipment when possible.

PROCESSING PERSONAL DATA
Staff members may need to collect personal data such as telephone numbers of households as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

Keeping devices secure
All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:
- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

16.   SAFEGUARDING

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.

Communication will take place within school hours as much as possible (or hours agreed with the school to suit the needs of staff). Staff will use school Seesaw, email

accounts and school devices over personal devices wherever possible. Teachers are advised not to share personal information. If staff are using pre-recorded videos of themselves teaching, using video conferencing services securely guidance will be followed to set this up safely. Make sure the background of Teams meetings, pre-recorded videos are appropriate. The teacher may arrange Teams meetings with parents if it is deemed appropriate and recorded with permission from the parents prior to the meeting- this will be checked with SLT before arranging. All phone calls must be from a withheld number.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's designated Safeguarding leads as normal. Parents can do this by phoning the school or emailing headteacher@john-wesley.org.uk or deputy@john-wesley.org.uk.

The following websites offer useful support:
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse In addition, the following sites are an excellent source of advice and information:
- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

If parents have any safeguarding concerns that need discussing, they can contact us and one of our Safeguarding Leads will get in touch. Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding/ child protection policies and procedures, contacting a safeguarding lead immediately when any concerns arise.

17. WHO TO CONTACT

If staff have any questions or concerns about remote learning, contact the following individuals:
- Concerns about in work set – class teachers or SENCO
- Concerns with family engagement – talk to the FLO
- Issues with IT – call the Office and they will put you in touch with one of the teachers or IT team dependent on the issue.
- Concerns with own workload or wellbeing – All staff to talk to SLT
- Concerns about data protection – Miss Harrington or Mrs Clark

- Concerns about safeguarding – Call office or email to talk to one of the DSLs immediately

In all instances, always call the office and the office or SLT are available for clarification, questions, concerns and support.

18.   LINKS WITH OTHER POLICIES

This policy is to be read in conjunction with our:
- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- GDPR & Data protection policy and privacy notices
- Home-school agreement
- Acceptable use policy
- Online safety policy