



WILLIAM BOOTH PRIMARY AND NURSERY SCHOOL
REMOTE LEARNING AND COMMUNICATIONS POLICY

Intent

At William Booth, we are passionate about continually delivering high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils, including the most vulnerable, have access to the high quality learning resources and support they need to be at their best.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as the quality of children’s learning time, access to educational resources, online safety, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils’ education and the delivery of the curriculum.
- Provide clarity over actions taken during a part or full lockdown of the school.
- Ensure provision is in place so that **all** pupils have access to high quality learning resources.
- Ensure staff, parents, and pupils understand their responsibilities in the remote learning process.
- Protect pupils from the risks associated with using devices connected to the internet.
- 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.

Implementation

In the likely event of the closure of a bubble or the school, we will ensure that all children are able to access the curriculum, regardless of their access to technology or the internet at home. Due to the nature of our locality and issues with accessibility for some families, we have devised a bespoke approach, which can be found below.

Children who do not have access to technology at home and are not eligible for a laptop or tablet under the DfE scheme will have priority access to a school ipad so that all children can access learning videos. Therefore it is not expected that any child will be without access to the internet, however, these plans allow for accessibility issues as they arise.

	With access to technology/internet	No access to technology/internet	If individual pupil in isolation (if symptomatic, no expectation for work)	Child with SEND requiring enhanced provision
EYFS - Nursery	-1 x daily teacher video setting a challenge for the children (2 of these daily videos to have a phase 1 phonics focus, at least 1 to have an early maths focus) -1 x daily teacher/TA video reading a story 1 x weekly teacher video introducing ‘Rhyme of the week’	-pencil control booklets -listening games ideas -Maths games ideas - a supply of storybooks	- 2x daily learning tasks added to child’s portfolio linked to the day’s sessions* - TA to follow direction from teacher and where appropriate, take responsibility for supporting and scaffolding the learning through use of resources/videos	- SENCO/TA to provide resources and planning that enables them to access the curriculum.
EYFS - Reception	-1 x daily teacher videos on Class Dojo for phonics and maths with a linked task (resource pack for each child provided to enable tasks)	-Phonics and maths pack with worksheets and instructions.	- 2x daily learning tasks added to child’s portfolio (maths, phonics or topic tasks of the class learning)*	- SENCO/TA to provide resources and planning that enables them to access the curriculum.

	<p>-2 x weekly teacher video for topic learning with linked task</p> <p>-3 x weekly teacher/TA video reading a story</p> <p>-1 x weekly introduction of song/rhyme linked to topic</p>	<p>-Topic pack with worksheets and instructions</p> <p>- a supply of storybooks</p>	<p>- TA to follow direction from teacher and where appropriate, take responsibility for supporting and scaffolding the learning through use of resources/videos</p>	
Core Subjects	<p>- CGP Books for Phonics (Y2+ only), Reading and Maths (differentiated for working BLW)</p> <p>- Writing workbook</p> <p>- Daily teacher videos on Class Dojo for English and Maths and signposted activities in CGP books</p>	<p>- CGP Books for Phonics (Y2+ only), Reading and Maths (differentiated for working BLW)</p> <p>- Writing workbook</p> <p>- Study guides purchased for these families to support with instruction guided by the Teacher/TA through phone call at beginning of the week</p>	<p>-2x daily learning tasks added to child's portfolio (reading, writing or maths tasks linked to the class learning)*</p> <p>- TA to follow direction from teacher and where appropriate, take responsibility for supporting and scaffolding the learning through use of resources/videos</p>	<p>- SENCO/TA to provide resources and planning that enables them to access the curriculum.</p>
Foundation Subjects	<p>- Foundation subject lesson- Booklets created with reading at the heart for:</p> <ul style="list-style-type: none"> • Humanities, • Science, • PSHE, • Music • PE <p>5/10 min intro/retrieval video at the start of each session</p> <p>Links provided in booklet and on Class Dojo</p>	<p>- Foundation subject lesson- Booklets created with reading at the heart for:</p> <ul style="list-style-type: none"> • Humanities, • Science, • PSHE, • Music • PE <p>Initial phone call to talk through expected learning and ways to support**</p>	<p>-1x daily foundation subject lesson added to child's portfolio linked to the class learning*</p> <p>- TA to follow direction from teacher and where appropriate, take responsibility for supporting and scaffolding the learning through use of resources/videos</p>	
Feedback	<p>Photos of work uploaded daily</p> <p>Teacher provides whole class feedback the following day via video</p> <p>TA contacts individuals to address specific issues</p>	<p>Work discussed during 3 x phone calls and any issues addressed.</p> <p>Intervention on return to school</p>	<p>Photos of work uploaded daily</p> <p>T/TA contacts individual to address specific issues</p>	<p>TA/SENCO to address specific issues during 3 x phone calls</p>
Communication	<p>- Engagement tracked on Class Dojo with daily 'upload of work' and recorded on Scholarpack</p> <p>- Communication on Class Dojo (phone calls x 2 if vulnerable)</p>	<p>- Initial phone call to go through expectations and ways to support</p> <p>- Follow up phone call 1xweekly from office – register on Scholarpack</p>	<p>- Communication on Class Dojo (or as for no internet)</p> <p>- Engagement tracked on Class Dojo with daily 'upload of work' and recorded on Scholarpack</p>	<p>- Three phone calls during lockdown to ensure provision is effective.</p> <p>- Engagement tracked on Class Dojo with daily 'register' and recorded on Scholarpack</p>

**Teachers are responsible for ensuring individual pupils in self-isolation engage with online learning through the use of dojo messages and/or phone calls. Where there is a lack of engagement, teacher is to inform SLT. Teachers are only required to add daily learning tasks when the previous tasks have been completed to ensure a sequence of learning.*

***Teachers could also provide a project for children without internet that requires some research from a textbook or another resource using an enquiry question, which would enable them to develop the same or similar knowledge as their peers with internet access but without the need for daily input. Teachers to consider when planning what this may look like each week.*

N.B. If a child is in isolation where there has **not been a confirmed household case**, the office will inform class teacher via email of this absence. The class teacher will then send a standardised message to the parents on dojo with online learning activities their child can access on that day.

We will continue to use the curriculum sequence that has been planned at the beginning of each term, which will allow access to high-quality online and offline resources as if the children are in school. We have taken into consideration the needs of children who do not have access to online learning and have bought study guides for these families and will give further guidance through two phone calls.

We will provide timely and helpful feedback as it is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils' pieces of work, following the school marking policy, using the reward system and messaging tool on Class Dojo.

During the period of remote learning, each child from Year 1-6 will have at home:

- Maths CGP Book
- Reading CGP Book
- Phonics book (KS1 only)
- Writing activity workbook
- CGP study guide (for families without internet access)
- Reading book
- Foundation Subjects workbook with links (on Class Dojo too)
- Online safety information
- Ipad from school if no access to technology/keyboard if access to an Xbox or Playstation

During the period of remote learning, each child from EYFS – Nursery children will have a home learning pack containing the following:

- Practical ideas such as interactive games, I-Spy and daily activities that can be easily achieved at home
- Pencil control activities and activities to help develop fine motor skills
- A name card to support name writing if appropriate (the child is ready for this)
- Phonics phase 1 ideas, such as body percussion and listening and attention games
- Maths interactive game ideas
- A pot of playdough
- Pencils and crayons
- A blank workbook
- Glue stick

During the period of remote learning, each child from EYFS –Reception will have a home learning pack containing the following:

- Topic Overview, showing all of the different stories and lines of enquiry Reception will be focusing on each term
- Phonics resources to support tasks set on Class Dojo
- Mathematical resources to support tasks set on class Dojo
- Phonics and maths worksheets to revisit prior learning
- A pot of play dough?
- Pencils and crayons
- A blank workbook
- Glue stick

Expectations for the whole school community assuming they are well enough to work during the remote learning occurrence

Teaching staff will:

- Ensure that all children have logins for Mathletics, TT rock stars , Epic , Showbie (where relevant)
- Create FS booklet each term with the appropriate curriculum driver (Hist/Geog/RE/PSHE) as the key focus
- Have individual packs created and ready to go for all children in their class, which include pen, pencil, workbook/paper, all offline resources, sound mats, number lines, multiplication squares etc
- Have a list of the children who cannot access online learning and have resources ready for them
- Provide daily short video for English and Maths to go onto Class Dojo with a link to the relevant page in the CGP book (see below table)
- Track engagement by putting a daily message on CD and requiring children to upload a photo of their work to show involvement
- Track engagement through the above strategy and record on Scholarpack
- Be available to respond to messages, give support and feedback within reasonable time on Class Dojo between 9:00am and 3:00pm (if isolating) and 3.30-4.15pm if teaching
- Ensure continuity and regular communication, if still teaching in school, with the staff who will support the remote learning of group of children from their class or an individual pupil.
- Use Oak National lessons to deliver Music and PSHE lessons- put a daily response question on Class Dojo for children to respond to
- Give daily feedback to the **whole class** and address common misconceptions.
- Offer individual support via Dojo messaging and phone following the assessment of individual pupil's work- this may not be daily.
- Ensure regular inputs on online safety.
- Work collaboratively with the class Teaching Assistant to offer individual support via Dojo and phone following the assessment of individual pupil's work.
- Work collaboratively with the school SENCO to offer individual support via Dojo and phone to individual pupils.
- Be in contact on the phone with every child in their group without internet access at least once in the week.
- Work collaboratively with the school Senior Leadership Team and report any lack of communication so home visits are organised promptly.
- Work collaboratively with the teachers in other phases to ensure the quality of home learning for families with children in different year groups.
- Report any safeguarding concerns promptly to the school Designated Safeguarding Officers and record them on MyConcern.
- Ensure that whilst working from home follow Transform Trust GDPR and ICT policies.

Teacher/TA input:

Subject	No. of sessions	Input	Resources
Reading/Phonics	Daily	5/10 minute video introducing task, key learning points, pointing out any new vocabulary and reading aloud the introduction	Reading/Phonics CGP book Reading workbook for those working BLW
Maths	Daily	Video on dojo modelling the task for that day. This could be done through 'notes' on your iPad where you can model the method for that day and record your voice explaining the method at the same time. Ensure you scaffold the learning appropriately for that day and explain the pages that you expect the children to complete in their CGP workbook. You could even provide an Thinking Cap challenge for the children to complete.	Maths CGP book- level of need appropriate
Humanities/Science	1 x Hist/Geog per week 1 x Science per week	5/10 minute introductory video to introduce task in booklet. Introduce vocabulary, key facts and pose an enquiry question for the children to consider	Foundation subject booklet
PSHE	1 x per week	Oak National lessons- signposted on Class Dojo/phone call	Wellbeing booklet
Music	1 x per week	Oak National lessons- signposted on Class Dojo/ phone call	
PE	½ x per week	Joe Wicks sessions	

Leaders will:

- Ensure that resources are ordered for all children
- Lists of those children without internet access are complete and up to date
- Phase Leaders will have responsibility for prepping work for an isolated bubble where the teacher has Covid symptoms. SLT will ensure cover is provided for this.
- Ensure insurance for ipads taken home is in place
- Communicate this policy to parents

Parents will:

- Support their child's learning to the best of their ability.
- Take responsibility for any resources sent home that must be returned at the end of the isolation period- this includes technology, reading books, study guides and other resources related to their child's need.
- Support their child's remote learning by ensuring a suitable working environment, a balance between online and offline based activities, maintaining a regular and familiar routine, and encourage their child to take regular breaks with play and snacks and to have fresh air where appropriate.

- Support daily contact with their child's teacher via Class Dojo or through regular phone calls.
- Ensure their child's online safety.
- Seek support from their child's teacher with regards to their child's learning.
- Seek support from school with regards to any safeguarding concerns, the mental health of both themselves and their children and any other help they feel they might need.

Children will:

- Complete the work in their workbooks and booklets following their daily guidance on Class Dojo.
- Have daily contact with their teachers on Dojo using the check-in message in the morning
- Correct their work following teacher's feedback.
- Seek support to complete their daily activities from their parents, siblings and teachers.
- Seek support for their mental health from their parents, siblings and teachers.
- Follow the Internet safety rules when using online platforms.

Access to technology

We are aware that there are a number of children and families who do not have any access to the internet, and others where their only access is via a smartphone. Admin staff in school are responsible for tracking internet access of families so that we can provide the right provision for these children. Parents should also make the school aware if they are unable to access online materials at home. We will aim to provide families who do not have access to technology AND are not eligible for a tablet through the DfE scheme with a school ipad for the isolation period.

Some children will be eligible to receive a laptop or ipad for the duration of their isolation period and this will be signed out by the school once the DfE have acknowledged the lockdown and provided the resources. **This must be returned to school once the children return.** Where the family has the technology but does not have access, the school may provide pay as you go dongles for the duration of the isolation period. This is at the discretion of the SLT. **These must be returned to school once the children return.**

Parents must sign a code of conduct when using technology owned by the school.

Wellbeing

We place great value on the importance of a healthy diet in ensuring that children are ready for learning. In the event of a lockdown, those children eligible for Free School Meals will be provided with a hamper which can be collected from school following a confirmation text message from the office. **These cannot be collected by anyone living with a symptomatic person but can be collected by a family friend or relative if no contact has been made.** Parents should contact the school via telephone or email if they are unable to collect this hamper.

Impact

We will endeavour to make our remote learning mirror our outstanding classroom teaching and learning. We also recognise that children might lack motivation, concentration, or the environment and technology to keep up with their work at home. On their return to school, we will assess the loss of learning and put in place the appropriate group and individual interventions to close the gaps that might have occurred during the remote learning period. We will also assess children's mental health and put in place the appropriate support.

At the time of writing, the school has not experienced an example of a small or larger group of pupils going into self-isolation and therefore this policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity.