



September 2021 – September 2022

Remote Learning Policy and Practice

The coronavirus pandemic is an unprecedented challenge for schools and the traditional approach to education. The DfE (Jan 21) have therefore directed schools to provide remote education where a class, group of pupils or individuals need to self-isolate. This document sets out the approaches that Brunswick School will take to address this and has been informed by the age of our pupils and our knowledge as teaching professionals of our community, families and children.

Where DfE guidelines are considered of specific relevance they have been reproduced in italics.

Daily duration of remote teaching

"remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum for Key Stage 1: 3 hours a day on average across the cohort, with less for younger children"

Individuals

- If an individual, who is well, is isolating they will initially be set learning using one or more of the following: Discovery Education (Espresso)/Mathletics/Mathseeds and will be set the usual Brunswick homework.
- If isolation is for longer than four days, the teacher will provide a plan for the week after day two. This will mirror as far as possible what is happening in class.
- All parents will be able to log in using their child's individual log in and password should they wish to use it at home
- A well-being phone call will be made after 5 days to see how the family are managing (food, learning, general well-being).

Bubble Closure

- If a bubble needs to self-isolate/close the class teacher or another member of the team (if teacher is unwell) will provide a plan for the week. They will also be set Discovery Education/Mathseeds/Mathletics or website linked home learning.
- All parents have free access to Espresso should they wish to use it at home- there is a whole school log in and password- this will be added onto the weekly homework planning.
- A well-being phone call will be made after 5 days to see how the family are managing (food, learning, general well-being).

Teachers from R-Y2 will provide daily learning covering: Phonics, Writing and Maths. There will also be learning and resources provided to support the teaching of the Foundations subjects.

Teachers will provide video teaching each week which will be uploaded to the school website linked to writing, phonics and stories. For some year groups, the recorded teaching may be the class teacher explaining or demonstrating a task as the preferred approach but a teacher may choose to use a recording from another source, e.g. Oak Academy. Where a live learning task is provided this may take the form of whole class or small group interactions e.g. engaging with a story book or assembly. Where the teacher deems it necessary and appropriate they may also arrange 1:1 live or recorded teaching opportunities for individual children. Parents are expected to be present and support during all live sessions. Live sessions will be provided using Zoom. The Headteacher will provide a weekly assembly (usually recorded) as well as occasional live assembly sessions. The school recognises that independent learning will be limited for the great majority of our children and they will rely heavily on parental support at home. We will therefore be aiming for less than three hours a day initially and will monitor and regularly review this with parents. Parents who indicate that they require a longer duration of home learning will be encouraged to pursue and extend project work set by the class teacher and may be directed, via the school website, to other online learning resources such as BBC Bitesize to supplement their learning.

Digital Access

"Schools should overcome barriers to digital access for pupils by: distributing school-owned laptops accompanied by a user agreement or contract, providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work."

We will do our utmost to ensure that children are able to borrow school ICT equipment if that is necessary in order to access remote learning. Children will have a range of options to complete this work which will not be reliant on access to significant ICT resources e.g. short tasks can be read out or copied down from a Smartphone and children can complete the work on paper and have their work photographed and uploaded to the home learning e-mail address by phone. This is one of the ways that we will overcome barriers to digital learning.

"Schools should have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern. They will also identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education."

Discovery Education provides us with the facility for checking pupils work and providing feedback, and the Senior Leadership Team will ensure that the teachers are clear about the expectations for this work and are provided with sufficient time and support during their working week to complete it to a high standard. The Headteacher and Assistant Headteacher will jointly assume the overarching responsibility for the quality and delivery of remote education. Where parent and child engagement in remote learning is of concern, the class teacher will firstly address this with the family directly and if this is not effective they will quickly pass their concerns on to the SLT in order for them to investigate and explore solutions.

"We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need. 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."

The class teachers and d SENDCo will work closely together to ensure that any child with an EHCP or other significant learning needs who is not attending the school for reasons of isolation, shielding or parental choice has their individual learning needs met.

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:

- 1. Safe remote learning, published by SWGfL*
- 2. Online safety and safeguarding, published by LGfL, which covers safe remote learning*
- 3. The National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely*
- 4. Safeguarding and remote education during coronavirus (COVID-19)*

Class teachers and the overarching Remote Learning leads will ensure that they are familiar with these documents and rigorous in their consideration of the safeguarding aspects of all remote learning that they are delivering. Due to the age of children attending Brunswick School, we will seek to ensure that all children are supervised when directly accessing online learning.

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Date Approved by Governing Body: September 2021

Date for review: September 2022 (or when national policy dictates)