



**Brooke Weston**  
Trust



# Gretton Primary School Remote Learning Policy



Approved by:

Jane MacDonald/Governors

Date: 30-11-20

Last reviewed on:  
shared with Governors  
10-12-20

Next review due by:  
December 2021

## 1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.

## 2. Rationale

In the event of a the following outlined below the school is committed to providing continuity of education and will do so through a process of remote learning.

- Children being absent from school waiting for a COVID test or test result
- Child/ren being absent from school due to self-isolation (Phase 2)
- closure of a class (Phase 3)
- closure of a bubble (Phase 3)
- partial school closure (Phase 3)
- full school closure (phase 3)

## 3. Roles and responsibilities

### 3.1 Teachers

- Ensure all children have Remote Learning Books.
- Provide appropriate learning as laid out in the table below (appendix 1) ensuring that advice is sought from the SENDCO (Kerry Young) to ensure children identified as SEND receive appropriate learning based on need.
- All teachers/support staff are expected to contact children and parents at least once a week during phase 2 & 3. This call will provide them with opportunity to clarify additional support required by parents as well as discuss work and provide verbal feedback to pupils. (appendix 2)
- Teachers are responsible for providing more detailed feedback on the activities set during Phase 3 (where applicable).
- All communication from parents regarding remote learning will be forwarded to teachers who are expected to provide support and guidance as appropriate.
- Teachers are responsible for providing marking and feedback on the work completed in children's Remote Learning Books.

### 3.2 Teaching Assistants/Cover Supervisors

- Working with teaching staff of the year group, support with the carrying out of pupil welfare calls (appendix 2)

### 3.3 SENDCo

- Liaising with class teachers to ensure that the remote learning is accessible to all pupils and that reasonable adjustments are made where required (bespoke learning)
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

### 3.4 Senior leaders

- Ensure that there are sufficient **Remote Learning Books** for the whole school.
- Sarah Sanders/Sarah Block will co-ordinate remote learning across the school and will liaise with Lucy Parkin (website manager) to ensure website newsletters and links to online activities are uploaded by 9.00am the day after notification of closure (class/bubble/school)
- Senior leaders will monitor the effectiveness of remote learning via regular meetings with class teachers and support staff.

### 3.5 Designated safeguarding lead

- Jane MacDonald (DSL) will work with teachers and support staff to set up a plan for carrying out pupil welfare calls. (appendix 2)
- In liaison with Jane MacDonald (DSL), teachers and support staff will be responsible for carrying out pupil educational support calls for all children at Phase 2 or 3. (appendix 2)

### 3.6 Pupils and parents

Staff can expect pupils and parents to:

- Complete work in their **Remote Learning Books** by the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Notify teachers if they are not able to complete work (e.g. if the pupil is unwell)
- Be respectful when communicating or raising concerns with remote learning

### 3.7 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

## 4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to your Senior Leaders (Sarah Sanders/Sarah Block) as the first port of call then to the Principal (Jane MacDonald)
- Issues with behaviour – talk to Genevieve Hearne for advice.
- Issues with IT – contact RM in the usual way.
- Issues with their own workload or wellbeing – talk to your line manager.
- Concerns about safeguarding – talk to a DSL. (JMD/SB/SS/KY/HM/PC)

## 5. Safeguarding

All aspects of the school's safeguarding policy apply even if children are learning remotely. CPOMS must be used to record any safeguarding concerns in the usual way.

## 6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Principal and Remote Learning lead.

## Appendix 1

Phase	Remote Learning Expectations
<b>1</b>	<p><b>Individual children awaiting a test or a test result – not self-isolating</b></p> <ul style="list-style-type: none"> <li>• Provision of home learning pack – issued immediately on notification of absence.</li> <li>• Bespoke provision for SEND pupils based on need.</li> <li>• Expectations that a minimum of 4 hours work per day should be provided.</li> <li>• Expectations that work should be clearly structured via a daily timetable.</li> <li>• Educational &amp; welfare contact made in line with protocol (appendix 2).</li> <li>• Move to Phase 2 provision in the event of positive test or need for self-isolation.</li> </ul>
<b>2</b>	<p><b>Individual or small groups of children self-isolating or having tested positive for COVID 19.</b></p> <ul style="list-style-type: none"> <li>• Work pack provided by class teacher, specifically linked to learning that peers are undertaking in class.</li> <li>• Bespoke provision for SEND pupils based on need.</li> <li>• Expectations that a minimum of 4 hours work per day should be provided.</li> <li>• Expectations that work should be clearly structured via a daily timetable</li> <li>• Free school meals provided.</li> <li>• Educational &amp; welfare contact made in line with protocol (appendix 2).</li> </ul>
<b>3</b>	<p><b>Classes or bubbles self-isolating/partial or full school closure.</b></p> <ul style="list-style-type: none"> <li>• <b>Website newsletter provides a range of learning for children as well as signposting them to...</b> <ul style="list-style-type: none"> <li>○ <b>Relevant learning activities identified via Oak National Academy with appropriate links provided in line with the curriculum expectations for the year group.</b></li> <li>○ Relevant learning activities identified via BBC bitesize (via website &amp; television red button) in line with the curriculum expectations for the year group.</li> <li>○ Purple Mash activities in line with the curriculum expectations for the year group.</li> <li>○ Links to relevant online content in line with the curriculum expectations for the year group.</li> <li>○ At all times work should be meaningful and relevant to the curriculum offer the children would be entitled to in school and does not need to include all the above.</li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Work pack provided by class teacher, relevant to the curriculum offer the children would be entitled to in school with accompanying book so a record of individual pupils work can be kept as part of their on-going teacher assessment information (if there is limited access to technology at home)</li> <li>• Bespoke provision for SEND pupils based on need.</li> <li>• Expectations that a minimum of 4 hours work per day should be provided.</li> <li>• Free school meals provided.</li> <li>• Educational &amp; welfare contact made in line with protocol (appendix 2).</li> </ul>

## Appendix 2

Educational, Welfare & Safeguarding CONTACT PROTOCOL for children at Phase 2 or 3		
Category	Level of Need	Frequency & Type of Communication
<b>RED</b>	Most risk of harm or neglect and fewest protective factors. This would include those on a Child Protection Plan.	<ul style="list-style-type: none"> <li>• Contact should be made by a <b>DSL daily</b>. Additional contact may also be made by other professionals e.g. social workers. All information must be on CPOMS.</li> <li>• Additional <b>weekly</b> contact made by teachers/support staff to provide <b>educational support</b>.</li> <li>• Daily email communication offering access to support and guidance from educational staff if required.</li> </ul>
<b>AMBER</b>	Moderate risk of harm but with some protective factors. This would include those identified as a Child in Need and with an allocated social worker.	<ul style="list-style-type: none"> <li>• Contact should be made by a <b>DSL x 2 per week</b> via telephone. All information must be on CPOMS.</li> <li>• Additional <b>weekly</b> contact made by teachers/support staff to provide <b>educational support</b>.</li> <li>• Daily email communication offering access to support and guidance from educational staff if required.</li> </ul>
<b>GREEN</b>	Some concerns escalating or unmet needs.	<ul style="list-style-type: none"> <li>• Contact by DSL/Wellbeing Team <b>weekly</b>. Children with an EHA or CIN plans must be contacted weekly. All information must be on CPOMS.</li> <li>• Additional <b>weekly</b> contact made by teachers/support staff to provide <b>educational support</b>.</li> <li>• Daily email communication offering access to support and guidance from educational staff if required.</li> </ul>
<b>BLUE</b>	No risk identified.	<ul style="list-style-type: none"> <li>• Calls made <b>weekly</b> by teaching staff. All information must be on CPOMS <b>This contact should provide educational support and an opportunity for a welfare discussion.</b></li> <li>• Daily email communication offering access to support and guidance from educational staff if required</li> </ul>