



## **Heathfield Schools' Partnership**

### **Remote Learning Policy**

This policy is written in response to the COVID-19 outbreak and the subsequent expectations of remote learning.

At Heathfield we recognise the significant impact on the children's learning through the extended lockdown periods and the need to provide continuity during disruption. We believe that school is the best place for children to learn and are operating a bubble system to minimise the number of children needing to isolate at any time. However, we recognise that we need to regularly review and improve our remote learning to provide the best for our children. Throughout any closure we will be in regular contact with families to support, inform and monitor the children's progress.

#### **Home learning expectations:**

##### **If a whole bubble is isolating at home or in the event of a whole school closure:**

- The class teacher will post learning daily online (Infants: 6pm on Tapestry; Juniors: 9am on the school website).
- Daily learning will comprise:
  1. Infants: English, maths, non-core and phonics activities, with a minimum of 3 pre-recorded videos of up to 10 minutes to introduce these
  2. Juniors: English and maths activity presented within a pre-recorded video; non-core activities
  3. In addition, all children will be expected to access books either from home or via Oxford Owls (Reception to Year 6).
- We teach the same curriculum remotely as we do in school wherever possible and appropriate.
- All parents will be asked to make the completed activities available to the teacher at the end of each day (Infants: post on Tapestry; Juniors: email to the class teacher's home learning email address).
- Feedback on these activities will be as follows:
  1. Infants: the class teacher, or other allocated member of staff will respond to each Tapestry post made by a parent/carer
  2. Juniors: class teachers will comment briefly each day on work sent in by the parent (during phone call, or separate email), including weekly detailed feedback on a piece of written work
  3. Where appropriate, an answer sheet will be provided for maths work so that parents can mark these with their child at home (Infants and Juniors).
- The class teacher and other allocated members of staff will attempt to make contact by phone with all parents/carers from the first full day of closure. This conversation will be to ensure the child is able to access the remote learning and offer any support with this. A record of these calls needs to be kept. Contact will then be made at least once a week to support the home learning. Where it is not possible to make contact, the class teacher will alert the YGL, Senior Leaders or the safeguarding team.

In the case of one pupil, or a small number of pupils, isolating at home (e.g. following a suspected or confirmed case within their household):

- A stand-alone pack of activities will be provided for the child to complete during their period of isolation.
- Where the family is unable to leave the house to collect this, a hard copy will be delivered by the Family Liaison Worker.
- The class teacher will telephone the parent/carer at the end of the first day, and at the end of each subsequent week to ensure that home learning is being completed, unless the child is unwell or the parent is too unwell to support the learning.
- All parents will be asked to make the completed activities available to the teacher at the end of each day (Infants: post on Tapestry; Juniors: email to the class teacher's home learning email address).
- Feedback on these activities will be as follows:
  1. Infants: the class teacher will respond daily to posts on Tapestry;
  2. Juniors: the class teacher will respond briefly each day to emails received from the parent regarding home learning.

If a teacher is isolating/shielding while the class remain in school:

- Class cover (TA or supply teacher) will be arranged so that the children can continue with lessons within school.
- Unless unwell, the class teacher will be expected to work with the cover teacher/TA to support the children's learning. This may include: providing lesson plans and advice, marking work and teaching remotely, with the support of other adults present in the room.

### **Blended learning**

All year groups are expected to develop blended learning within their curriculum in order to support children and families with becoming familiar with this, in preparation for a possible closure. This will typically involve: setting homework online, asking parents/carers to email or post activities to their teacher on Tapestry and setting homework tasks which use websites which are familiar to the children (e.g. TTRS, Oxford Owls and Busy Things). This will be supported in school through access to IT and opportunities for teachers to demonstrate how to use these websites, at an age appropriate level.

### **Technology and resources**

- Pupils without access to a device to support with home learning will be lent a Chromebook by the school (subject to completion of a loan agreement by the parent).
- Pupils without access to adequate Wi-Fi will be supplied with paper copies of learning which has been set in advance by the class teacher (NB this may not be the same learning as other children within the class as this may not always be available as a hard copy).
- Activities set by teachers must reflect the type of resources families would typically be expected to have available at home (NB in exceptional circumstances, the Family Liaison Worker will offer to bring resources, including books, to a family home).
- Where staff members do not have access to technology, they will be lent a laptop or desk top computer and provided with instructions of how to access the server remotely.

### **Children with additional needs:**

We recognise that periods of school closure increase the risk for children who are vulnerable or have additional needs. The school maintains an up to date list of children with additional needs, including those whose home circumstances mean that they are at risk so that staff are able to prioritise contact with these families in the event of a closure.

### **Pupils with SEND**

Depending on the level and type of need, children with SEND will be directed to the most appropriate home learning available. The SENCOs and TA Team Lead will coordinate support for children with additional needs. This may include: differentiated activities, more frequent contacts (e.g. phone calls) to supplement the learning offered or support for parents with meeting the needs at home.

Children attending the SRPs will be able to access their year group's home learning as well as additional, supplementary activities provided by provision staff.

*Please see appendix 1 (Nursery & Infants) and appendix 2 (Juniors) for details.*

### **Vulnerable Children**

Class teachers are expected to work closely with the safeguarding team to ensure that contact is made with all families, especially where there is increased vulnerability.

Where contact is not made with a parent/carer, the class teacher will alert the safeguarding team who will attempt to make contact. The class teacher will continue to make contact to offer support with learning.

### **Safeguarding**

All safeguarding procedures remain in place during any period of whole or partial school closure. All adults in school have a duty to raise safeguarding concerns with the DSL within the same timescales as usual, although initial conversations may need to be had by telephone rather than in person. As always, an email or written message left for the DSL is not acceptable if a disclosure is made or it is suspected that there is potential for likely harm to a child. This message must be passed on verbally (phone call or face to face, if possible).

### **FSM requirements**

In the event of a partial or full closure, the safeguarding team will work closely with the relevant organisations to ensure that food hampers or food vouchers are made available to children in receipt of benefit-linked Free School Meals (FSM).

Where hampers are issued, these will be made available for collection or, in exceptional circumstances, will be delivered to the family's home address.

Where there is a particularly high level of need, additional support (e.g. vouchers, Brite boxes) will be offered.

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## Home learning support for children with SEND

### Heathfield Nursery and Infant School

- All children with EHCPs will receive a phone call from their class teacher or supporting teaching assistant/early years practitioner on the first day.
  - This will inform parent/carers that a teaching assistant will be making contact daily and using Google Meet to continue to provide the support they have been receiving in school, virtually.
  - Class teachers will identify any children who do not have access to IT at home and, in special circumstances, the school will provide a Chromebook for the duration of the home learning.
- Other children on the SEND Register with a SEND support plan who usually receive 1:1 or group support for learning in school will also receive similar support – TA/EYP/CT to liaise with Ruth Levin
- Class teachers and teaching assistants will work collaboratively to meet the needs of all children in the class while ensuring the EHCP children and SEND Support children are identified as the main focus for the TA or EYP allocated to support them.
- Class teachers, TAs and EYPs will continue to use Tapestry as the main communication link with all the children in the class.
- English and maths lessons will be delivered in-line with remaining year group classes in school therefore TAs/EYPs will be able to plan regularly in the event of a closure.
- Teaching assistant Google Meet support
  - English and maths support will include guidance, clarification, further differentiation and encouragement. In preparation TAs/EYPs will compile a resource pack for both subjects ready to be sent home, such as: a number square, common exception word spelling mat, phonic sound mat, number line etc.
  - Ideally and in liaison with Ruth Levin, TAs/EYPs will also have a daily session to continue progress towards the EHCP targets they are currently working on in school. This could be: phonics/reading, comprehension, fine motor,

precision teaching, OT or SALT work. In preparation TAs/EYPs will compile a resource pack to support this work to be sent home with the child.

- Individual SEND children isolating
  - Isolation pack provided by Nikki Dufosee.
  - CT to make a regular telephone call (end of 1<sup>st</sup> day, then end of subsequent weeks)
  - TA/EYP to Google Meet daily to continue progress towards EHCP/SSP targets they are currently working on in school (as above).
- Simi Pathal, EAL Coordinator will be a source of information and advice for all EAL matters and can phone parents if necessary.
- Michele Conway, Team Leader and Tessa Richardson, Assistant Team Leader will provide advice and guidance.

## Home learning support for children with SEND

### Heathfield Junior School

- All children with EHCPs will receive a phone call from their class teacher on the first day.
  - Class teachers will inform parent/carers that a teaching assistant will be making daily contact using Google Meet to continue to provide the support they have been receiving in school, virtually.
  - Class teachers will identify any children who do not have access to IT at home and, in special circumstances, the school will provide a Chromebook for the duration of the home learning.
- Other children on the SEND Register with a SEND support plan who usually receive 1:1 or group support for learning in school may also receive similar support – TA/CT to liaise with Jessica Fisher
- Class teachers and teaching assistants will work collaboratively to meet the needs of all children in the class while ensuring the EHCP children and SEND Support children are identified as the main focus.
- English and maths lessons will be delivered in line with remaining year group classes in school therefore TAs will be able to plan regularly in the event of a closure.
- Teaching assistant Google Meet support
  - English and maths support will include guidance, clarification, further differentiation and encouragement. In preparation TAs will compile a resource pack for both subjects ready to be sent home, such as; a number square, common exception word spelling mat, grapheme chart, strategy reminders/prompts, timetables, pencil grips.
  - TAs will also have a daily session to continue progress towards the EHCP targets they are currently working on in school. This could be; phonics/reading, precision teaching, comprehension, fine motor, OT or SALT work. In preparation TAs will compile a resource pack to support this work. TAs to liaise with Jessica Fisher about this daily session.
- Individual SEND children isolating

- Isolation pack provided by Nikki Dufosee.
- CT to make a daily telephone call
- TA to Google Meet daily to continue progress towards EHCP/SSP targets they are currently working on in school (as above).
- Simi Pathal, EAL Coordinator will be a source of information and advice for all matters EAL and can phone parents if necessary.
- Michele Conway, Team Leader and Tessa Richardson, Assistant Team Leader will provide advice and guidance.