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'As a federation, and as individual schools, we are committed to the wellbeing of all of our community - this is an integral part of each school's culture and ethos. Policies are formulated and implemented with this in mind, placing the wellbeing of all at the forefront at all times.'

Remote Learning Policy PENDING RATIFICATION

January 2021

	Date
APPROVED BY COMMITTEE / GB	
RATIFIED BY GOVERNING BODY (GB)	Pending
NEXT REVIEW DUE	

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Statement of Intent

At Brunswick Park Primary and Nursery School, we understand the need to continually deliver 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, supporting pupils and families' wellbeing, and ensuring that all pupils have access to the learning resources and support they need to succeed.

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

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- 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.

1. Legal Framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) DfE's Remote Education Good Practice Guide October 2020

1.3. This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

2. Roles and Responsibilities

2.1. The Governing Body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The Executive Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3 The Head of School, with support from the Assistant Heads for Teaching and Learning, is responsible for:

- Monitoring the quality of the remote education, and in-school provision for the children of critical workers and vulnerable children, and making sure that all year groups are following school policy.
- Organising training for staff so that they feel confident to use the tools required for remote teaching.
- Liaising with each year group to provide guidance wherever needed.
- Overseeing remote provision to make sure that there is appropriate curriculum coverage.

2.4 The SBM/DPO is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5 The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period, or ensuring that these are attended by a Designated Safeguarding Lead such as the Pastoral Lead or Head of School.
- Liaising with the IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

2.6 The Assistant Headteacher for Inclusion is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Executive Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- 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.

2.7 The SBM is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Ensuring that the IT technician responds quickly to any IT problems experienced by staff delivering home learning.

2.8 The IT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the Assistant Headteacher for Inclusion to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9 Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.

- Reporting any health and safety incidents to the leadership team.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Executive Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an IT technician.
- Adhering to the Staff Code of Conduct at all times.

2.10 Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reading and understanding Appendix 1 'Remote Learning: Information for Parents' document, and supporting their child(ren) with home learning as outlined in this.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during usual school times.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times. This includes using respectful language at all times when communicating with staff via Class Dojo or Tapestry.

2.11 Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at usual school times and that their work is completed on time and to the best of their ability.
- Ensuring they use any equipment and technology for remote learning as intended.

- Adhering to the Behaviour and Acceptable Use Policy at all times.

3. Resources

- 3.1 Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 3.2 Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.3 Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy.
- 3.4 The IT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.5 The school will signpost parents via letter towards additional support for ensuring their children continue to receive the food they need, e.g. food vouchers and food banks.
- 3.6 Where applicable, the school may provide the following provision for pupils who receive FSM:
 - Supermarket vouchers
 - Food bank vouchers
 - Food parcels

Costs and expenses

- 3.7 The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.8 The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.9 The school will not reimburse any costs for childcare.
- 3.10 If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online Safety

4.1 This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

4.2 Where possible, all interactions will be via written text and public.

4.3 All staff and pupils using video communication must:

- Communicate in groups - one-to-one sessions are not permitted. Staff members should have another member of staff present. This can be virtually and does not mean that staff need to be physically together.
- Wear suitable clothing - this includes others in their household.
- Pupils should be situated in a public area of the house such as a living room, dining room or kitchen. Staff should ideally work in a public area of the home. Where this is not possible, staff should ensure that there is a blank or appropriate background when they are making video calls or recording videos.
- Use appropriate language - this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

4.4 All staff and pupils using audio communication must:

- Use appropriate language - this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5 Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

4.6 The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

- 4.7 The schools' remote learning provision is outlined in Appendix 1. This appendix will be emailed to parents and will also be available on Class Dojo, Tapestry and the school website.
- 4.8 The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 4.9 The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.10 The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

- 5.1 This section of the policy will be enacted in conjunction with the school's Safeguarding Policy.
- 5.2 The Executive Headteacher, Head of School and Pastoral Lead will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 5.3 The Executive Headteacher along with other members of the safeguarding team will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4 Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible, staff will dial 141 before the pupil/parent's phone number so that their phone number is withheld.
- 5.5 The safeguarding team will arrange for regular contact with vulnerable pupils once per week as a minimum, with additional contact, including home visits, arranged where required.
- 5.6 All contact with vulnerable pupils will be recorded on paper and suitably stored.

5.7 The safeguarding team will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

5.8 All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the safeguarding team has access to them.
- Actively involve the pupil.

5.9 All members of staff will report any safeguarding concerns to the safeguarding immediately.

6. Data Protection

6.1 This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

6.2 Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4 Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5 Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6 All contact details will be stored in line with the Data Protection and GDPR Policy.

6.7 The school will not permit paper copies of contact details to be taken off the school premises.

6.8 Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.9 Any breach of confidentiality will be dealt with in accordance with the school's GDPR policy.

6.10 Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Staff Code of Conduct.

7. Remote Learning Provision (including Marking and Feedback).

7.1 Teachers will work their normal core hours from 8.30-3.30 and should be available during this time to deliver home learning and support pupils and parents. Teachers are still entitled to their usual PPA time and should signpost to parents when this is so that this time is undisturbed.

7.2 If teachers are working in school with the children of critical workers or vulnerable children, then the Head of School will direct another adult to lead the remote learning for their class on those days.

7.3 Teachers will provide a weekly timetable for parents for the week by 8.30am on the Monday of that week. The timetable will show what learning should be completed each day. The template for the timetable has been shared with all staff and can be found in Appendix 3. This can be adjusted as necessary for each year group.

7.4 Teachers will ensure that the remote learning provided follows the DFE 'Remote Education Good Practice Guide October 2020'. The link to this document is: <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

7.5 A google drive link with all the work for the week will be posted on Tapestry for Nursery and Reception and on Class Dojo for Years 1-6. Teachers will ensure that this is available by 8.30 on Monday morning each week. Teachers will arrange the folder clearly into separate subjects or days to enable parents and pupils to find the resources they need easily.

7.6 Teachers will post up instructional videos or a narrated presentation for each of the three lessons by 8.30am on the day of the lesson. Year group teams may divide up the responsibility and share instructional videos so that workload is shared.

7.7 Teachers should provide the following activities for pupils:

Year group	Daily Provision
EYFS (Reception and Nursery)	1 x Reading/Phonics activity 1 x Mathematics activity 1 x Wider Curriculum activity (For example, Knowledge and Understanding of the World, Expressive Arts and Design).

Year 1	1 x Mathematics activity 1 x English activity (including phonics) 1 x Wider Curriculum activity (For example, Science, RE or Art).
Year 2 - 5	1 x Mathematics activity 1 x English activity (Monday and Tuesday - Reading Comprehension, Wednesday and Thursday - Spelling, Punctuation and Grammar, Friday - Focused writing task). 1 x Wider Curriculum activity
Year 6	1 x Mathematics activity 1 x English activity (Monday and Tuesday - Reading Comprehension, Wednesday and Thursday - Spelling, Punctuation and Grammar, Friday - Focused writing task). 1 x Wider Curriculum activity 1 x personal/class target activity linked to SATS expectations.

7.8. Teachers will provide feedback to pupils within 1 working day of work being submitted wherever possible. Feedback should be given in line with the school's Marking and Feedback Policy. As outlined in this policy, feedback and marking will not always be in the form of extensive written feedback. Pupils may be asked to self-mark where appropriate.

7.9 Teachers will ensure that remote learning is appropriately differentiated for pupils with SEND.

7.10 Teachers will host a live 'meet' on Microsoft Teams for each house group once a week to support pupil wellbeing and give pupils the opportunity to interact with their teacher and peers. These meets will happen at a regular time each week as outlined in the timetable provided by the Head of School.

7.11 Specialist and PPA teachers will be directed by the Executive Head and Head of School. They may support in-school provision for children of critical workers and vulnerable children and/or support with remote learning provision.

7.12 If a staff member is unwell, they should contact the Head of School so that alternative arrangements can be made for the remote learning provision for their class.

7.13 Class teachers will mainly be responsible for directing the support staff linked to their class. Tasks for support staff may include, but are not limited to: helping to prepare resources, helping to differentiate for pupils with SEND, being responsible for giving feedback to a particular group of pupils

and reading stories to post up on Tapestry or Class Dojo. Support staff may also join the live Microsoft Teams 'meets' for each house group.

7.14 Support staff who work 1:1 with a pupil will be directed by the class teacher and Assistant Head to provide either remote learning support or in school support.

8. Health and Safety

- 8.1 This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 8.2 Teaching staff and IT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning. If a period of remote learning is unexpected, the school will provide guides for pupils which will include how to keep themselves safe online and post these on Class Dojo and Tapestry.
- 8.3 If using electronic devices, during remote learning, pupils will be encouraged to take regular screen breaks and off-screen activities will be planned into daily timetables.
- 8.4 If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School Day and Absence

- 9.1 Pupils are ordinarily expected to complete a minimum of three hours learning a day. Class teachers will provide a suggested timetable for parents including breaks, but the school recognises that family circumstances, and the needs of individual pupils, may mean that these timetables are adjusted.
- 9.2 Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.3 Parents will inform their child's teacher no later than 8:30am if their child is unwell. This should be done via Tapestry or Class Dojo message.
- 9.4 The school will monitor absence and lateness in line with the Attendance Management Policy.

10. Communication

- 10.1 The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2 The school will communicate with parents via email, Tapestry message, Class Dojo message and the school website about remote learning arrangements as soon as possible.
- 10.3 The Executive Headteacher or Head of School will communicate with staff as soon as possible via email about any remote learning arrangements.
- 10.4 Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- 10.5 The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives - communication is only permitted during school hours. Staff may send marked work back after school hours but there is no requirement for pupils to respond until the next school day.
- 10.6 Members of staff will have contact with a member of the SLT once per week.
- 10.7 Parents and pupils will inform the relevant member of staff as soon as possible if work cannot be completed.
- 10.8 Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- 10.9 The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.10 The school will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.
- 10.11 Parents must not expect teachers to reply to messages immediately or outside of core working hours. Teachers should turn off notifications on their devices outside of core working hours so that they can maintain an appropriate work life balance that is conducive to good wellbeing. Teachers will aim to respond to messages from parents within 1 working day wherever possible.

11. Monitoring and Review

- 11.1 This policy will be reviewed on an annual basis by the Executive Headteacher along with the Governing Body.
- 11.2 Any changes to this policy will be communicated to all members of staff and other stakeholders.

Appendix 1

Remote Learning - Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

(1) What are the Department for Education's expectations?

The Department for Education states that schools are expected to:

- (1.1) Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- (1.2) Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- (1.3) Give access to high quality remote education resources
- (1.4) Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- (1.5) Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- (1.6) Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs
- (1.7) Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 - an optional template is available to support schools with this expectation

The Department for Education expects that schools should:

- (1.8) Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- (1.9) Provide a minimum of 3 hours work a day for primary age pupils.
- (1.10) Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos

- (1.11) Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- (1.12) Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- (1.13) Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

(2) What else have we taken into account when devising our remote learning provision?

(2.1) Brunswick Park's decision regarding how to best provide remote learning to all our pupils during periods of school closure has been informed by staff, pupil and parent feedback, our internal audit of pupil progress, attainment and engagement during the previous period of school closure. It has also been informed by the DFE's Remote Education Good Practice Guide October 2020 which outlines the essential ingredients of effective remote teaching provision. The full document can be found here: [Remote education good practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/478212/Remote_Education_Good_Practice_Guide_October_2020.pdf)

(2.2) The key ingredients of effective practice outlined in the above document are:

- Teachers ensure that pupils receive clear explanations.
- Teachers support pupils to grow in confidence with new material through scaffolded practice.
- Teachers give pupils the opportunity to apply the new skills and knowledge taught.
- Teachers provide feedback to pupils on how to progress.

(2.3) It is important to note that the research indicates that it is the presence of the above characteristics of effective practice that is more important than whether lessons are taught 'live' or are pre-recorded.

(2.4) In addition to the key ingredients of effective teaching listed above the following factors also impact the quality of remote learning provision and the level of pupils' engagement with it:

- Pupils with SEND are effectively differentiated for and approaches are tailored to their individual needs.
- Pupils have access to appropriate devices and connectivity.
- There is frequent contact between pupils and teachers.
- Precise, focused activities bring about greater progress for most pupils as than lengthy and open-ended tasks.
- Reading should be prioritised especially for very young pupils.
- Pupils should continue to have access to the wider curriculum and the fullest range of subjects possible.

(2.5) When making decisions regarding remote learning we have also kept pupil and parent wellbeing at the heart of our decision making as we recognise that for both pupils and parents home learning can be challenging for a variety of different reasons, and that pupils greatly miss their peers and school staff when they are away from school.

(2.6) This document now outlines what remote learning provision we will provide in the event of a bubble, or the whole school, closing due to COVID-19.

What will remote learning look like for my child?

(3) How long should my child be spending on home learning each day?

(3.1) Broadly speaking, we would expect pupils to be spending at least three hours a day engaging with the remote learning provision. However, we recognise that this may vary according to a particular pupils' needs or a family's circumstances.

(3.2) We will provide parents with a suggested timetable for home learning that outlines a possible way of structuring the day. However, we recognise that parents may need to adapt this in line with their child's needs or family circumstances.

(3.3) Wherever possible, parents should try their best to keep children in a regular routine as this will support your child's wellbeing and transition back into school when it reopens. Parents should contact their child's class teacher via Tapestry or Class Dojo message if they need any support with establishing a home learning routine, or if their child is struggling to engage with the learning set.

(4) How will teachers set work?

(4.1) For children in Reception and Nursery, all remote learning will be put on Tapestry.

(4.2) For children in Years 1-6, teachers will upload a google drive link to Class Dojo. The google drive link will include all the learning resources that your child needs. Teachers will also upload teaching videos on Class Dojo. For older children, teachers may also include narrated PowerPoints or lesson presentations within the Google Drive folder. There will be one video or presentation to accompany each lesson. The video or presentation will clearly explain the lesson content and set up the task that your child should complete.

(4.3) In all year groups, we will be using Microsoft Teams to host live sessions once a week so that pupils have the chance to speak with their class teacher and one another. Your child will be invited to one live session per week lasting for 20-30 minutes together with other children in the same house group (Magellan, Tawny, Eagle or Hawk). Your child will be able to access this session using their personal Microsoft Teams account which will be sent to you via Class Dojo (Years 1-6) or Tapestry (Reception and Nursery).

In order to help parents plan forward for these sessions, and to avoid clashes for siblings we will be using the following timetable:

	House	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wednesday	Magellan	11:30am	12:00pm	12:30pm	1:00pm	1:30pm	2:00pm	2:30pm	2.50pm
Thursday	Tawny	11:30am	12:00pm	12:30pm	1:00pm	1:30pm	2:00pm	2:30pm	2.50pm
Friday	Hawk	11:30am	12:00pm	12:30pm	1:00pm	1:30pm	2:00pm	2:30pm	2.50pm
Monday	Eagle	11:30am	12:00pm	12:30pm	1:00pm	1:30pm	2:00pm	2:30pm	2.50pm

(4.4) Information about accessing Microsoft Teams will be sent to all parents and carers before the live sessions.

(4.5) We have made the decision to pre-record lesson videos rather than hosting them 'live' as this will provide greater flexibility for pupils and parents as to when to access each lesson, and will also allow pupils to replay and pause lessons as needed.

(5) What work will be set?

(5.1) The following table summarises what the remote learning for each year group will consist of:

Year group	Daily Provision
EYFS (Reception and Nursery)	1 x Reading/Phonics activity 1 x Mathematics activity 1 x Wider Curriculum activity (For example, Knowledge and Understanding of the World, Expressive Arts and Design).
Year 1	1 x Mathematics activity 1 x English activity (including phonics) 1 x Wider Curriculum activity (For example, Science, RE or Art).
Year 2 - 5	1 x Mathematics activity 1 x English activity (Monday and Tuesday - Reading Comprehension, Wednesday and Thursday - Spelling, Punctuation and Grammar, Friday - Focused writing task). 1 x Wider Curriculum activity
Year 6	1 x Mathematics activity 1 x English activity (Monday and Tuesday - Reading Comprehension, Wednesday and Thursday - Spelling, Punctuation and Grammar, Friday - Focused writing task). 1 x Wider Curriculum activity 1 x personal/class target activity linked to SATS expectations.

(5.2) In addition to this, teachers in all year groups will signpost children to websites and online resources which will support the revision of core Maths and English skills.

(5.3) The Sports Team, Music and Art and Design Technology specialist teachers will also post videos and activities on Class Dojo/Tapestry for each year group that they usually teach.

(5.4) Each class will also post up a 'story time' video on Tapestry or Class Dojo at an agreed time each day.

(5.5) It is also expected that **all children read for at least 20 minutes every day**. Teachers will ensure that your child has access to appropriate reading material. This may be in the form of signposting you to books that your child can read online, or by loaning out school books.

(6) How will the school support children who do not have digital or online access at home?

(6.1) The school will endeavour to lend pupils school laptops wherever possible. Pupils eligible for the pupil premium, and pupils identified as being particularly vulnerable, will be prioritised for these devices. The school will be directly contacting families who we know do not have devices at home. If you would like to request the loan of a school laptop, please email the school office office@brunswickpark.barnetmail.net and mark the email for the attention of Mr Griffiths and Mrs Kennedy.

(6.2) In limited cases, where it is impossible for a child to access remote learning online, we will provide printed materials.

(7) How will parents/children share the work completed at home?

(7.1) For children in EYFS, work should be uploaded onto your child's Tapestry portfolio.

(7.2) For children in Years 1-6, work should be uploaded onto your child's Class Dojo portfolio.

(8) How will teachers give feedback to children?

(8.1) Teachers will be available from 8.30-3.30 daily to provide feedback to children on any work that is submitted. The feedback will be given via message on Class Dojo or Tapestry. Teachers will aim wherever possible to provide feedback within 24 hours of the work being submitted.

(8.2) Feedback may also be given to the whole class if there are common areas of difficulty.

(8.3) For some tasks that are easy to self-mark, teachers will provide a copy of the answers so that the children can mark their work themselves before uploading it on their portfolio.

(9) How do we expect parents to support their child (ren)?

(9.1) Parents can help by:

- Creating a regular routine which is as close to the school routine as possible.
- Creating a calm, quiet space for their child to work free of distraction wherever possible.
- Encouraging their child to complete tasks set to the best of their ability.
- Communicating with the class teacher if their child needs any additional support or guidance to complete the work set. Teachers will only respond to messages during school hours. Parents may send them after school hours but should be aware that teachers will not respond until the following working day.
- Reading with their child daily, or ensuring that their child reads independently each day if they are a fluent and confident reader. Reading should be an absolute priority.

(10) How will the school encourage children to engage with remote learning?

(10.1) Teachers and Learning Support Assistants will provide regular feedback on work submitted.

(10.2) Where a child is struggling to engage, teachers or Learning Support Assistants will provide additional support. This may take the form of a personal pre-recorded video message or an audio phone call to the child, or additional resources to support them.

(10.3) Examples of good work and good learning behaviour will be shared with the class.

(10.4) Dojo and House Points will be awarded.

(10.5) Each week, two 'Stars of the Week' will be chosen. These will be announced by the class teacher in a video message on Class Dojo or Tapestry on Fridays.

(10.6) Teachers and Learning Support Assistants are able to nominate any pupils who are demonstrating exceptional learning behaviour or producing exceptional work for a Head of School 'Headteacher Award' certificate. These will be announced in a video message on the 'School Story' on Class Dojo and on Tapestry.

(11) How will you check whether my child is engaging with their work and how will parents be informed if there are concerns?

(11.1) Class teachers will be monitoring children's engagement on a daily basis. If a teacher is concerned about a child's level of engagement they will contact the parent by phone to offer support.

(11.2) If a child continues not to engage with the home learning, or if the work submitted is not of a suitable quality, then the class teacher will inform their

phase leader who will then make contact with the parent again and offer further support and guidance.

(12) How will my child be supported if they have a special education need or disability?

- (12.1) The school recognises that pupils with special educational needs and disabilities may not be able to access the remote learning set for their class. We also recognise that pupils with SEND often need much more support with their learning from adults at home and this places additional strain on families. Therefore, we will offer the following support to families of children with an EHCP or SEND support plan.
- (12.2) The school will offer in-school provision for all children with an EHCP unless there are exceptional circumstances which mean that this is not possible, or a parent requests that they would like their child to remain at home.
- (12.3) We will provide a named adult (usually the LSA who works 1:1 with the child, or an LSA linked to the child's class) who parents can liaise with about their child's learning.
- (12.4) We will provide differentiated learning tasks where needed. These will be linked to the child's individual targets as outlined on their Edukey or EHCP plan.

(13) What will provision look like for children who are eligible to be in school during periods of whole school closure (For example, children of critical workers, or vulnerable children)?

- (13.1) These children will work with adults in school to complete the same learning as those children who are at home. The children will follow the timetable of lessons as sent out to children completing learning remotely.
- (13.2) If a child attends school on some days and not others, it is expected that the children complete the learning tasks for the days they are at home, at home.

(14) Who should I contact if I need support during the period of school closure?

In order to streamline communications and so that your message reaches the right member of staff as soon as possible, please refer to the following table. Please do not copy in multiple members of staff to emails. Please contact Mr Griffiths and Mrs Kennedy via email only rather than Class Dojo message.

Nature of query	Who to contact	How to contact them
Emergency situation regarding your child's safety or	Safeguarding Team: Mr Griffiths Mrs Kennedy	office@brunswickpark.barnetmail.net or 02083683468 for general queries. Mrs Kennedy

the safety of another child.	Tracy	headofschool@brunswickpark.barnetmail.net Mr Griffiths executivehead@chbp.org.uk
Needing support or guidance with the remote learning set for your child.	Class teacher	Years 1-6 - Class Dojo Message Reception and Nursery - Tapestry Message
Needing support or guidance regarding your child with SEND.	Mrs Wright - Inclusion Lead	senco@brunswickpark.barnetmail.net
In-school provision for children of critical workers and vulnerable children.	Mr Griffiths Mrs Kennedy	office@brunswickpark.barnetmail.net or 02083683468
Concern about your child's wellbeing	Class teacher first, then a member of the Safeguarding Team as above.	office@brunswickpark.barnetmail.net or 02083683468 Years 1-6 - Class Dojo Message Reception and Nursery - Tapestry Message
Queries about payments or vouchers for families in receipt of free school meals.	School Business Manager Administrative team	office@brunswickpark.barnetmail.net or 02083683468.

