



# TEACHING for LEARNING POLICY

## Addendum RE COVID-19

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Key document details

**Statutory Policy – Addendum**

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Claremont Primary School

**COVID-19 full school re-opening arrangements for Teaching for Learning at Claremont Primary School, including remote learning expectations.**

## **Remote Learning using the Contingency Framework (updated 24 May 2021):**

[Contingency framework: education and childcare settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/contingency-framework-education-and-childcare-settings)

### **Context:**

**On 30<sup>th</sup> December 2020**, the Government asked schools in areas with high infection rates to follow the contingency framework in providing education for all pupils. This means that the majority of pupils will be learning remotely for the first two weeks of term. There will be some pupils entitled to attend school and these children will be taught in phase bubbles.

**On 4<sup>th</sup> January 2021**, the Government announced a National Lockdown and all primary schools were told that the majority of pupils will be learning remotely until February half term.

**On 22<sup>nd</sup> February 2021**, the Government announced that all pupils will be returning to school on **Monday 8<sup>th</sup> March**.

**This guidance is intended to be used when the majority of pupils are learning remotely but also includes guidance for when the majority of pupils are learning in school.**

### **General:**

- Where a class, group or small number of pupils need to self-isolate, or there is a local or National lockdown requiring pupils to remain at home, we will offer immediate remote education, using Microsoft Teams. Our staff are aware of this requirement and will plan and react accordingly.
- Teachers will still be providing an ambitious and broad curriculum in all subjects from the start of the spring term, but may need to make some adaptations in order to teach lessons remotely.
- Our aim is that the majority of pupils will be taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education (RE) and relationships and health education (RHE). Our outdoor learning culture will remain where possible for all pupils.
- Teachers will assess pupils' knowledge and identify gaps so that their planning takes into account pupils' needs and areas for development. This is particularly true for filling of gaps in core knowledge, for example through an emphasis on phonics, reading and vocabulary.

### **If the majority of children are learning remotely –**

- All remote learning will set be via Microsoft Teams. Use your child's email address and password that have been sent to you in order to access Teams (see documents 'Setting up Microsoft Teams' and 'Microsoft Teams troubleshooting tips').
- Pupils should retain structure to their working day. This should include learning between the hours of 9am and 3.30pm with suitable breaks.
- There will be three tasks per day for all year groups (3 hrs for KS1 and 4 hrs for KS2). This will help to give pupils a structure to their day and also build in breaks between activities. Parents can organise their timetable to suit their household between these times.
- Lessons may include PowerPoints with audio, pre-recorded videos, links to online learning websites (such as Oak National Academy, BBC Bitesize), as well as lessons promoting active learning. Children will also have access to Accelerated Reader online so that they are able to maintain their reading at their level.
- There will be daily assemblies for all children.
- Teachers will plan a well-sequenced curriculum, as we would in school, 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.
- Pupils should upload their work on to Microsoft Teams by 3:30pm in line with the normal school day. Younger children may need support from parents with this.
- Feedback will take place daily but this is subject to staff capacity (due to supporting in school, staff illness etc). This will follow our school feedback policy of highlighting and commenting on success as well as areas for development. Pupils are expected to respond to feedback and re-submit their edited work.
- If there is limited engagement with remote learning and live sessions, this information is shared with the DSL who will follow this up with a telephone call to the family.
- Children will be invited to attend two live sessions daily (see document 'Live Registration Sessions Jan 2021')

## **If the majority of children are learning in school -**

The office team will:

- Inform the HT of any relevant information regarding pupils off school due to COVID-19;
- Inform the teacher involved which child is off and their expected return date (if it is known);
- Inform the parents of the expectations regarding remote learning and feedback.

Work will be set if a child is:

- Isolating at home because they have been in direct contact with someone who has tested positive for COVID-19;
- Isolating at home because a member of their family have been asked to by Track and Trace, after being identified as a close contact of a positive case – guidance does say the child does not need to isolate, but we will support parents who choose to do this;
- Isolating at home having returned from a country where the government has stipulated an isolation period;
- Isolating at home while they await a test and/or the results of the test for COVID-19;
- Isolating at home following a positive test for COVID-19 but are well enough to do some work.

Work will NOT be set if a child is:

- Off sick with an illness unrelated to COVID-19;
- Off sick with COVID-19 and too poorly to work;

## Roles and Responsibilities –

### Expectations of Pupils and Parents:

#### At school:

- Children arrive at school at the time given for their class, through the allocated gate. Timings of the school day will vary according to the staggered arrival and departure times.
- Parents should ensure pupils bring required equipment identified in the parent information pack to support hygiene and cleaning routines.
- Parents should ensure pupils wear PE kit on the appropriate days and not school uniform.
- Parents should ensure pupils do not bring excess items or equipment as storage areas are limited.
- As we are unable to store group items without cleaning, bringing mobile phones into school should be limited and if absolutely necessary to support lone walking home; they can be brought into school as normal. However, they must be turned off on arrival and be in a clear named plastic bag and need to remain on the desk. School will not hold any responsibility for them. Misuse or distractions caused will result in the child being requested not to bring in again.

#### If home learning is required:

- Pupils should retain structure to their working day. This should include learning between the hours of 9am and 3.30pm with suitable breaks.
- Parents should support their child with their learning by accessing the Microsoft Teams app.
- On the first day of absence, pupils should look at our school website for educational games and websites, as well as using other online resources to support learning, especially in English and maths e.g. Government suggested sites such as Bitesize and National Oak Academy .
- Log in to Teams to see if there is an opportunity for live streaming of lessons from school.
- There will be three tasks per day for all year groups and there will be an assembly to watch as well. This will help to give them a structure to their day and also build in breaks between activities. Parents can organise their timetable to suit their household between these times.
- Pupils should upload their work on to their Microsoft Teams assignments by 3:30pm in line with the normal school day (younger children may need support from parents with this). If work is not uploaded within this time frame, it may mean that the teacher is unable to feedback or approve.
- Feedback on Microsoft Teams will reflect what takes place in class and will remain impactful for the pupil's improvements.

### Expectations of Teachers:

#### Planning (for in school and remote learning):

- 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.
- Give thought to high quality remote education resources, where needed this may include White Rose Maths Videos and Oaks National Academy Lesson Videos and tasks.
- If appropriate and possible, have some allocated times when the pupil(s) learning at home are able to join the class lessons live on Teams.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Plan a 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.
- Provide frequent, clear explanations of new content, through high quality curriculum resources and/or PowerPoint with audio. Use worked examples when this is useful.
- 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.

#### Working in school if majority of children are in school:

- If necessary, upload your work, a day behind the learning in school, onto Microsoft Teams for those pupils learning at home, by 8.45 am. Feedback for this work needs to match what is taking place in class.
- Health and wellbeing will be a priority for all children and each day will include a focus on these aspects;
- Outdoor learning and PE will be timetabled in all year groups, including non-contact physical activities if possible.

- Keep to the timetable for break and lunchtimes.
- Plastic covers will be removed from work books to allow teachers to handle books without the need for cleaning or quarantine. Pupils will be encouraged to leave their books open to support this further.
- All staff may give verbal feedback where they can do so safely and where appropriate.
- If necessary, all staff **might** live mark using their own pen, but close proximity to a pupil **must** be limited to short periods of up to 15 minutes and no longer.
- The use of the normal Marking and Feedback Policy will stand, however teachers may adapt this slightly during this period; making use of technology to support marking and use quick formative approaches to assessment, such as through the use of whole class marking, questioning, whiteboards and post-it notes.
- Peer to peer critiquing and peer improvement may be used, if it can be done safely and within our school COVID guidelines.

#### **Working remotely (if needed):**

- Check emails daily for any updates.
- Take part in virtual staff briefings.
- Upload appropriate materials and lessons to Microsoft Teams every day.
- Be flexible and appreciate that some children may not complete all the other tasks as we would hope they would.
- Return all work with formative feedback daily.
- Praise pupils to help incentivise and motivate them. Please keep all language and conversations professional, including any greetings- eg. Use from and not love - do not add any kisses etc.
- Respond to pupils on Microsoft Teams Conversations if there are queries around their learning.
- Run two live sessions daily using Microsoft Teams.
- Set up private channels for pupils with SEND or who may need some additional support, with the allocated DSL as a member of the channel.
- Communicate with parents via the school admin email address for work related queries within normal school hours.
- Emails and correspondence with colleagues should be limited to 8:30-5pm. You are able to continue to work outside of this time to suit your remote working environment which may include making contact with colleagues; however, there is no expectation for a response outside of these time boundaries.
- In the case of a full or local lockdown or a closed bubble, ensure your support staff are given tasks to complete remotely.

#### **Expectations of Leaders:**

- Check in with the staff you line manage.
- Set clear expectations on how regularly teachers will give feedback on remote learning.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, so SENCo and leaders should work with families to ensure a broad and ambitious curriculum.
- Regularly check in with your team to ensure that staff are consistent in their approach and pick up on any concerns.
- Provide support to colleagues to ensure that work is provided as required.
- Provide safeguarding support and advice to all colleagues.

#### **Safeguarding (in case of a Bubble closure):**

When using pre-recorded video or live streaming, using webcams or chat facilities, staff and learners will ensure a professional environment is maintained.

This means:

- Staff will record the date and time of online sessions and keep a record of attendance at these sessions
- Live registration sessions delivered from home must be limited to 20 minute slots used to take registers and have brief discussions around the day's learning. In the afternoon, the session must be limited to 10 minutes and used to read a story / discuss the day's learning.
- Staff must inform the DSL immediately following a live session if any concerns have arisen from their own perspective or that of safeguarding of a child.
- The sessions will not be recorded; however, if a staff member has any concerns about something

happening in the session, they should invite a member of the DSL team to join.

- Sessions will not be delivered in a 1:1 situation, unless pre-approval has been given by the DSL and/or Headteacher in advance. Any sessions with 1 child will be attended by two members of staff.
- Staff will agree online behaviour expectations with learners at the start of lessons.
- Staff will revisit our acceptable use of technology policy with learners as necessary.
- All participants will be suitably dressed, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate. When live streaming, staff will use the Claremont video backgrounds.
- Staff and learners should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.
- Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.
- If live streaming, staff will mute and/or disable learners' videos and microphones, as required.

This guidance document is supported by Safeguarding policy at Claremont Primary School and Addendum dated March 2021.