



POLICY FOR
REMOTE AND BLENDED LEARNING

Approach to Remote and Blended Learning

	Teachers	TAs	Pupils	Parents	HT /SLT/ Pastoral team incl. SENDCo
School Open	Teaching and learning is delivered in line with risk assessment and recovery curriculum	Support teaching and learning in line with risk assessment	All pupils attend school and engage in teaching and learning	Support the risk assessment guidelines and send their children to school daily	Support re-engagement, attendance and learning, supporting children, families and teachers
School closure – open only for vulnerable and key worker children	<p>Teacher to record lesson input daily for three sessions (English: Reading/phonics*, writing), maths) with follow up activities. Other work to be set, i.e. arithmetic, foundation subjects. Mark and respond to pupils work. Communicate with families weekly for welfare purposes. *can be recorded session by outside provider</p> <p>Provide onsite learning as per school rota</p> <p><i>If teachers are unwell and unable to work, appropriate staff in school will ensure that learning for pupils continues. The delivery of the learning may take a different format depending on the circumstances, i.e. parents will be directed to OAK Academy on-line lessons. These will be set in line with the usual curriculum.</i></p>	<p>To join any live teaching sessions to support delivery and monitor pupil's engagement. Support the class teacher with welfare communications and feedback to work.</p> <p>Support onsite learning as per school rota</p>	<p>To take stationery pack home including whiteboard. Engage with and respond to either live or recorded teaching sessions and complete the set learning.</p> <p>Attend school and engage in learning if a key worker or vulnerable child, including key children with no access to technology.</p>	<p>Access teaching session for child to engage with Support and encourage child to complete tasks; send completed work via photo by email.</p> <p>Continue to support learning in school if child is provided with a place or school are supporting key worker status provision.</p>	<p>Daily contact with most vulnerable families, to include those with social care and high needs learning plans, who are not in school. Support teachers with resourcing home learning for SEND pupils.</p> <p>Weekly contact for vulnerable pupils to include pupil premium children, those on SEND register and any focus pupils (no tech)</p> <p>Provide onsite support as per school rota</p>
Teacher absent / pupils in school (Self-isolation without symptoms)	<p>Lesson inputs are delivered into class via zoom for each timetabled session whilst TAs support on site</p> <p>Access planned CPD opportunities including staff meetings via zoom.</p>	<p>Joins lessons via zoom to keep updated and be supportive of teaching and learning</p> <p>Listen to children reading</p>	<p>To complete home learning set in line with curriculum coverage in school on a daily basis</p>	<p>To access emailed home learning, present to child, support and return via email to teacher for marking</p>	<p>Update thrive provision and action plans</p> <p>Review My Plans and provision</p> <p>Ensure communication with outside agencies is up-to-date and recorded on CPOMS</p> <p>Access planned CPD</p>
Self-isolation with symptoms	<p>Ensure planning is accessible to TA / cover teacher</p>	NA	NA	<p>Inform school of symptoms and result of child's test</p>	NA
Bubble closure without symptoms (Teacher and pupils absent)	<p>Teacher to record lesson input daily for three sessions (English, maths and wider curriculum)* with follow up activities. Mark and respond to pupil's work. Communicate with families weekly for welfare purposes.</p>	<p>To join any live teaching sessions to support delivery and monitor pupil's engagement. Support the class teacher with welfare communications.</p>	<p>To take stationery pack home including paper or workbook. Engage with and respond to either live or recorded teaching sessions and complete the set learning.</p>	<p>Access teaching session for child to engage with. Support and encourage child to complete tasks and send completed work via photo through email.</p>	<p>Daily contact with most vulnerable families to include those with social care and high needs learning plans.</p> <p>Weekly contact for vulnerable pupils to include pupil premium children, those on SEND register and any focus pupils)</p>
Bubble closure with symptoms (Teacher and pupils)	<p>If staff are unwell ensure year group partner/SLT have access to planning to facilitate home learning. (see point in 'school closed section')</p>	NA	NA	NA	<p>Ensure a team member picks up you priority families to support whilst they isolate</p>

DELIVERY OF HOME LEARNING

In the event of closure, teachers and pupils will be at home and therefore learning provision will be different to that experienced during normal school routines. It is imperative that during this time we continue to deliver our curriculums as effectively as possible in line with plans to ensure pupils continue to make progress. Staff will work collaboratively to collate, produce and publish learning resources with a firm focus on inclusion. Our vulnerable and SEND pupils will have positive home learning experiences and will not be disadvantaged by school closure.

Our platform for home learning delivery will be Tapestry (Pre-school) and Class Dojo (Reception-Y6). Teachers will prepare resources to present recorded direct instruction and follow on activities, which the children will complete in workbooks or on paper sent home at the point of closure along with their stationary packs from class. Parents will be expected to take photos of completed learning and send this to their child's secure Dojo profile page. Teachers will acknowledge all work and where appropriate, provide feedback on uploaded learning.

All home learning will follow our sequential, cumulative and progressive curriculums. Where appropriate these will be supported by resources familiar to the children (Times tables Rock Stars) and those commissioned by the department for education (Oak Academy).

In the event of a period of lockdown beyond two weeks this strategy will be updated to include an element of live interaction via zoom to support wellbeing and relationships.

PASTORAL SUPPORT: CHECKING IN WITH CHILDREN

In addition to the proposed strategies outlined in the table above, regular 'zoom' assemblies or class circles will be held with all year groups to ensure that the sense of the school community is maintained and pupils maintain the sense of belonging which is so important to their well-being. School staff will ensure that any children not engaging with these sessions will receive a 'check-in' telephone call.

All teachers will continue to provide the children with opportunities to undertake Thrive activities and take part in PSHE activities.

PROVISION FOR FREE SCHOOL MEALS

We firmly believe that children should not be further disadvantaged during this pandemic. Schools will therefore work with families to ensure children who are self-isolating whilst awaiting a test result or in the event of a bubble closure are provided with a packed lunch. Families will be encouraged to engage the support of extended family members or friends to collect the packed lunch from school.

In the event of lockdowns, we will follow government guidelines and support to ensure our children have access to food.