Warren Wood Primary School
Remote Learning Policy 2020-2021

This policy sets out the plans for Remote Learning that Warren Wood Primary School will take in the event of a suspected case of Covid-19, a confirmed case of Covid-19 or a local/national lockdown.

INTENT

At Warren Wood Primary School we provide the children with a rich, broad and creative curriculum where they can be successful learners who enjoy learning, make progress and achieve. Teachers take a pride in ensuring that all our children are challenged and achieve their full potential. We take a thematic approach to the curriculum encompassing skills and knowledge through investigations, creative arts, enquiry based learning, as well as English and Maths. Each year, we ensure to change the topics covered in order to keep our curriculum fresh and interesting. Our creative curriculum is also enhanced by visits, visitors and special events throughout the year. Through our curriculum offer we want our children to develop as:

Our seven steps to being a happy learner.

At Warren Wood, we believe that if a child is happy in their experiences of the world, that they will become a successful learner. Our shared ethos as a school are these seven steps which we believe are fundamental to creating happy, successful learners. These are our seven steps to happiness!

Our curriculum has evolved and developed in a variety of ways over the last few years. As a staff, we have committed staff INSET training time to sharing and shaping our ethos to find the key aspects that we feel will prepare our pupils for the 21st Century world in which they are growing up in. Collectively, we have decided that our core values for teachers and learners to feel are as follows:

Inquisitive, Resilient, Collaborative, Ambitious, Confident, Responsible and Proud.

Children's interest is fuelled by their naturally inquisitive natures. They will take ideas from a 'hook' presented to them and part of the fun of teaching is seeing where the children take their learning.
Resilience is a core value that we build in our pupils. We ensure that they are happy and committed to their learning, taking risks and knowing that making mistakes is part of learning and part of life. We firmly believe that pupils will develop a strong sense of independence through sharing collaborative experiences with their peers.

They will develop their own views, a sense of identity and opinions and will become ambitious in their delivery of this in the pursuit of successful high attainment and progress, relative to their starting points.
This will allow children to develop confidence in their own abilities and it is our intention that, as a result of this, they will deliver this in a responsible way in which they can be proud of themselves and their achievements.

IMPLEMENTATION

In the event of a Covid case or local/national lockdown, we will continue to offer a broad and balanced, rich and deep curriculum using the online platforms of Tapestry for pupils in the early years (Nursery and Reception) and Class Dojo for all other year groups (KS1 + KS2). Remote learning will be approached in the following way:

COVID – 19 (Coronavirus) Absence and Action			
for Warren Wood Primary School - Parents and Carers guide			
What to do if…	Action needed	Work to be completed (in school or remotely)	Back to school…
…my child has COVID19 (coronavirus) **symptoms***	Child shouldn't attend school. Child should get a test. Whole household self-isolates while waiting for test result. Inform school immediately about test results.	Parents of the child should treat this as a 'normal' period of illness and not expect their child to complete work, particularly if unwell.	…when child's test comes back negative and symptom free for 48 hours.
…my child **tests positive** for COVID-19 (coronavirus)	Child shouldn't attend school. Child self-isolates for at least 10 days from when symptoms* started (or from day of test if no symptoms) Inform school immediately about test results. Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - even if someone tests negative during those 14 days.	Isolation Packs available for the child(ren) in the family to complete over their period of self-isolation. Pack A provided for one period of self-isolation/Pack B provided if the child(ren) need to self-isolate a second time. Both packs to be located on the school website and available in paper based form to be posted out to the families with no or limited online access. **These should only be accessed in the eventuality of a period of self-isolation and if the child is well enough to complete the work.**	…when child feels better, and has been without a fever for at least 48 hours They can return to school after 10 days even if they have a cough or loss of smell / taste. These symptoms can last for several weeks once the infection is gone.
…somebody in my household has COVID19 (coronavirus) **symptoms***	Child shouldn't attend school. Household member with symptoms should get a test. Whole household self-isolates while waiting for test result. Inform school immediately about test results.	Children can access remote learning using links from the school website (where appropriate) in order to access activities until their return to school (likely to only be one or two days) Teachers can send home some work if requested by parents if only as a short term measure. **Isolation packs are NOT to be used in this instance.**	…when household member test is negative, and child does not have COVID-19 symptoms*
…somebody in my household has **tested positive** for COVID-19 (coronavirus)	Child shouldn't attend school. Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - even if someone tests negative during those 14 days.	Isolation Packs available for the child(ren) in the family to complete over their period of self-isolation. Pack A provided for one period of self-isolation/Pack B provided if the child(ren) need to self-isolate a second time. Both packs to be located on the school website and available in paper based form to be posted out to the families with no or limited online access. **These should only be accessed in the eventuality of a period of self-isolation and if the child is well enough to complete the work.**	…when child has completed 14 days of self-isolation, even if they test negative during the 14 days.

…Teacher/TA has 1 or more Covid-19 **symptoms**	Stay at home and book a test. Whole household self-isolates while waiting for test result. Inform HT immediately about test results.	Children will be taught in school as normal by a supply teacher or cover supervisor. We will aim to deliver, where possible, the same provision as the year group partner class and maintain consistency by having the same cover teacher to allow the children to maintain a settled and secure environment and relationship.	…when member of staff's test is negative and are symptom free for 48 hours.
…Teacher/TA **tests positive** for Covid-19 (coronavirus)	Staff member to stay at home. Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - even if someone tests negative during those 14 days.	Year group 'bubble' close for 14 days. Date of return to be specified by date on a letter communicated by Ping to all parents of the bubble. Grid of learning activities to be sent home via Tapestry/Class Dojo. Include learning opportunities from the most up to date planning in school. With daily phonics and maths lessons. Ensure all families can access Tapestry/Class Dojo and online resources. Staff working from home and 'well' teachers responsible for updating and publishing grids. Regular feedback from 'well' teachers on Tapestry.	…when staff member has completed 14 days of self-isolation, even if they test negative during the 14 days.
Whole school lockdown. Infection rates are high enough for Government at lockdown year groups or whole school for a period of time.	Pupils and staff from that year group to be alert for symptoms. Testing when appropriate. Remote learning to be accessed.	Grid of learning activities sent home via Tapestry/Class Dojo. Include learning opportunities from most up to date planning in school with daily phonics and maths lessons. Ensure that there is consistency and progression across all year groups and pupils. Staff working from home and all teachers responsible for updating and publishing grids. Regular feedback from 'well' teachers via Tapestry. Video team meetings to plan grids, moderate feedback and 'check-ins' regarding staff and pupil well-being. Weekly video stories or photos to be organised on a rota where appropriate.	When government restrictions are lifted and school advises parents of government guidelines.

The above details fall in line with government guidance set out to schools. This states; 'Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from Thursday 22 October 2020.'

Use latest government guidance to check on guidelines specific to your own needs or that of your family on the following link: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection

IMPACT

Through using the remote online platforms of Tapestry for pupils in the early years (Nursery and Reception) and Class Dojo for all other year groups (KS1 + KS2), we hope that all the children at Warren Wood Primary School will be able to continue to articulate their learning, show progress against their targets and curriculum expectations and are prepared for the next stage of their education.

Using data taken at the point of lockdown (March 2020), teacher assessments from the first half term (Autumn 1-2020)and new assessment tools and packages, purchased with government catch up funding, to support learning, staff will be able to demonstrate the impact that curriculum delivery, interventions and support have had upon the learning outcomes of pupils.

Roles and responsibilities

When providing remote learning, the responsibities of each member of our school community is as follows:

Teachers

- Will set work and projects so pupils have meaningful and ambitious work each day and in a number of different subjects.
- Assess how well pupils are progressing through the curriculum, using suitable tasks. As a result, teachers adjust tasks or simplify explanations to assist pupils' understanding.
- Feed back to parents and pupils during the normal hours of the school day, Monday – Friday.
- Monitor pupil engagement and contact parents, where required, to assist engagement.

Teaching Assistants

- Must be available during their normal working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- During the school day, teaching assistants must complete tasks as directed by a member of the SLT.

Senior Leaders

- Co-ordinating the remote learning approach across the school.
- Providing training to staff on the use of online tools.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- The SENDCO is responsible for ensuring Remote Learning is accessible to SEND pupils and that reasonable adjustments are made where required.

Pupils and parents

- Ensuring work is completed (unless child is unwell)
- Seeking help, if they need it, from teachers.
- Alerting teachers if they're not able to complete work e.g. illness
- Use recognised communication channels ie queries relating to children's work and other issues using the school's office email (admin@warrenwood.stockport.sch.uk) or the direct e mail of the child's class teacher (to be provided via School Ping or over the telephone).

SEND Remote Learning Provision

At Warren Wood Primary School, through our remote learning, we will continue to provide a broad and balanced curriculum for all children. When planning remotely, teachers will continue to set suitable learning challenges and respond to children's diverse learning needs. Teachers will take into account the requirements individual children may have and make provision accordingly thus enabling all children to participate effectively in curriculum and assessment activities.

Teachers may take the following approach to remote learning:

- Adapt learning by providing different tasks for certain children who have are supported through the EHCP or SEND Support stage of SEND. The focus of some the resources sent home will link directly to their plans.

- Our SENDCO, will liaise with families of our EHCP children regularly to ensure that they are able to access the required resources for their child.

- Practical games which could either be found online or offline, linked to specific areas of needs and targeted at the correct level for the child to understand.

- Any therapist or specialist agencies who provide regular support and advice will be contacted and asked to make contact with the family.

- Social stories may well support your child whilst they are away from school and to help to prepare them for their return to school. Our school SENDCO, Ms Entwistle will be happy to support you with any further information you may need. You can also find some information on the use of social stories on the SEND page on our school website http://www.warrenwood.stockport.sch.uk/?page_id=7288

- Provide sensory activities or visuals to support learning. Parents may also wish to use sensory calming activities to support their child emotionally and physically. Some such activities are outlined below.

Sensory Organising Activities	Sensory Regulating Activities.	Sensory Processing and Exercise Ideas.
• Crab walking. • Press ups. • Rolling on tummy on exercise ball… walk hands out as far as possible without falling off. • Wheel barrow walk. • Play catch with a heavy ball. • Unpack heavy groceries. • Wear a heavy backpack for short periods of time. • Riding a bike. • Playground equipment. • Swimming.	• Jump on a trampoline. • Running and jumping games. • Play in sand pit and with wet sand. • Bounce on a space hopper. • Skipping. • Jumping onto a crash mat. • Bouncing on an exercise ball. • Go for a run. • Star jumps etc. • Step ups: use bottom step on stairs.	• Jump on a trampoline. • Climbing activities. • Ride a scooter or bike. • Running/Jumping games. • Wear a heavy backpack. • Carry shopping bags etc. • Create a 'Go noodle' account which is free and has lots of fun and free physical activities: https://www.gonoodle.com/ • Dance along to a 'Just dance' video on YouTube. • Kids yoga on YouTube Cosmic kids yoga www.cosmickidsyoga.com • Play dough/Dough Disco.

Remote Learning Policy 2020

Flexibility of Learning

We appreciate that every family has a completely unique set of circumstances and therefore accessing some or all of the remote learning package may prove difficult at times. This may be for a variety of different reasons such as:

- Parents may be trying to work from home so access to technology as a family may be limited.
- Supervision of pupils with their learning may cause anxiety to parents when trying to juggle their own work expectations
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying
- Teachers may be trying to manage their home situation and the learning of their own children
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for this system to work. We will endeavour to support families where we can with alternative arrangements.

Safeguarding

Warren Wood Primary School are committed to the safeguarding of all children and staff within our care and employment. We work to strict guidelines to ensure the safety of all parties in the delivery of our remote learning provision.

It is essential that should school face class/year group bubble or whole school lockdowns, that parents are supported in sharing the importance of a safe online environment for their children. Parents and carers should be encouraged to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on. Examples of this are outlined below:

- support for parents and carers to keep children safe online, which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on staying safe online which includes information on security and privacy settings
- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online

- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations

Remote Learning Policy 2020

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Resources

Resources used for Remote Learning will be accessible in several ways. Some resources will be online and accessed via the internet. Children would need access to a laptop, netbook or tablet for this. Other resources might be paper based sheets which can be downloaded from the website or can be sent home from school. There may also be links provided to videos or activities which would again need online access. In the eventuality of you being unable to access electronic media, please directly contact your child's class teacher and they will find a way to support you and your child as best as they can.

All resources required for Remote Learning will be posted on the school website http://www.warrenwood.stockport.sch.uk/ and will be accessible through year group pages. The links to these can be found here http://www.warrenwood.stockport.sch.uk/?page_id=7512

Resources Warren Wood Primary School may use for Remote Learning

Nursery and Reception - EYFS	Nursery activities, phonics, number activities and games are all available on this link: http://www.warrenwood.stockport.sch.uk/?page_id=7521 Reception activities, phonics, number activities and games are all available on this link: http://www.warrenwood.stockport.sch.uk/?page_id=7559
Year 1 and 2	Year 1 Isolation Packs A + B along with downloadable resources, sheets and website links can be found here Pack http://www.warrenwood.stockport.sch.uk/?page_id=7530 Year 2 Isolation Packs A + B along with downloadable resources, sheets and website links can be found here Pack http://www.warrenwood.stockport.sch.uk/?page_id=7531
Year 3 and 4	Year 3 Isolation Packs A + B along with downloadable resources, sheets and website links can be found here: http://www.warrenwood.stockport.sch.uk/?page_id=7532 Year 4 Isolation Packs A + B along with downloadable resources, sheets and website links can be found here: http://www.warrenwood.stockport.sch.uk/?page_id=7533
Year 5 and 6	Year 5 Isolation Packs A + B along with downloadable resources, sheets and website links can be found here: http://www.warrenwood.stockport.sch.uk/?page_id=7534 Year 6 Isolation Packs A + B along with downloadable resources, sheets and website links can be found here: http://www.warrenwood.stockport.sch.uk/?page_id=7535

Ratification

This policy was agreed and adopted by our full Governing Body

Date: October 12th 2020
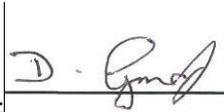
Signed: Chair of Governors

Date for Review: July 2021 or in line with government guidelines prior to this date.

Remote Learning Policy 2020