



Strategy for Remote Learning

Introduction:

The school's remote learning strategy was initially written with the prospect of individual pupils or classes having to isolate from school. The decision to close all schools in January 2021 means the majority of pupils worked from home with only a relatively small number now working in school – children of key workers and vulnerable pupils. The principles of the original strategy remain but an additional section has been added to take the current national lockdown into account.

At Shebbear Community School if a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will offer immediate remote education.

When teaching pupils remotely, we will continue to deliver a broad and ambitious curriculum that caters for all needs. Remote learning lessons will be of equivalent length to the core teaching that pupils receive in school. Ideally, this will include daily contact with teachers.

What will remote learning look like?

The school will use two types of platform depending on the age of the pupils. For our younger pupils in Reception, Year 1 and Year 2 (Teddy Class) we will use Class Dojo. It is a relatively simple to access app which allows easy communication between home and school as well as the opportunity to share work, photographs, website links and so on. It can be accessed via the relevant app or desktop application, or via the following <https://www.classdojo.com/en-gb/remoteteaching/>.

For pupils In Panda and Koala Classes (Years 3 to 6) the school will use Google Classroom. The school have used computing lessons to develop the use of G Suite apps following the purchase of additional Chrome Books for the school. It means that the children were already relatively proficient in the use of Google Classroom, docs, slides and forms. Google Classroom can be accessed easily both in school and at home and provides a convenient and safe platform to exchange teaching resources and ensure that pupils are completing and returning their home learning tasks.

The school will use a blended approach to home learning. This means we will use a combination of resources to support the children. Where possible, the work being completed at home will mirror exactly the tasks being set at school. However, for some lessons and tasks the materials may not be transferable or easily adapted to be worked on at home – for example where more teacher input is needed, discussion tasks, paired work, certain practical tasks and so on. In these cases, teachers may use resources from the Oak National Academy. This platform is backed by government grant funding. This site provides video lessons each week, across a broad range of subjects from maths to art to languages. Parents can also access this site at <https://www.thenational.academy/>

Teachers will use Oak National Academy resources in a few different ways. Firstly, lessons will be identified that link as closely as possible to the work being undertaken in class. As an example, the children could access a lesson on Victorian schools which links to the work being covered in class. Secondly, there are a number of more generic lessons which can support the children in reinforcing their basic skills such as grammar work. Finally, there are opportunities to recap on subject areas that may have been taught to the children previously or may be coming up in the coming weeks or months.

Where it is practical and possible to do so, there will be opportunities for pupils to join in school lessons from home for example to join daily phonics sessions. Live sessions can be particularly helpful and teachers can provide exposition and clarify misconceptions with learners.

Teachers will set daily lessons across the curriculum and these will be uploaded as soon as possible to enable pupils to start their learning in the morning. Teachers will respond to activities between 9.00am and 4.30pm but will have to balance this with their in school teaching commitments. Blended learning opportunities will utilise a range of techniques including, high quality resources, and videos and or live sessions.

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Teachers will make no presumption of the learner's ability to print at home. All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers will avoid an over reliance on long term projects or internet research activities.

Where there is limited access to computer hardware, the school should be able to lend devices to families for the duration of their absence from school.

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they be required to submit.

Pupils with SEND, EAL and other specific learning enhancement needs will receive work that is differentiated. In addition, the SENDCo in will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners.

The school will take in to account the health of the pupil who is absent. If they are unwell, rather than showing mild symptoms or isolating as a result of another family member, the expectation on the setting and completion of their work will be different. In all cases, the school will liaise closely with home.

If learners or parents have any questions about the nature of specific tasks a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), parents can message the class teacher via ClassDojo or Google Classroom. Communication between schools and families must always occur via official school channels. Contact must not be made through personal accounts or other websites.

Staff will make contact with families by phone as frequently as possible. The frequency of this along with the content of the work set will be, in part, dictated by the likely length of absence. In the event of a class, school, local or national lockdown, the teacher will make the necessary adaptations to meet the needs at that particular time. For example, teaching the class who are all at home will be different in nature to teaching most of the class in school with a few children at home. In all cases, the school will be flexible and adapt to the circumstances we find ourselves in.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of HT, in consultation with the staff member (if well enough) and other colleagues, to set work for the children. In the event of a longer absence, the school would ensure that there was a substitute teacher in place to pick up these responsibilities.

Full School Closure:

In the event of a full school closure (such as the one imposed in January 2021) pupils will continue to the learning platforms identified in this document. Each class will publish a weekly timetable which details the learning on a day by day basis. A key aspect of this will be the live lessons to be delivered. The school will endeavour to structure these in a way which avoids clashes between classes although this may not always be possible. Classes will receive around three live lessons a day. These will include both whole class lessons and sessions aimed at specific year groups e.g. phonics sessions will be delivered in year groups rather than as a whole class. The school will use Zoom to deliver live lessons. Parents and pupils will access these via specific links

which are available on the respective learning platforms. Live lessons will generally be used to introduce the learning followed by an activity to complete and send back to class teachers for marking/assessing. Teachers in turn will return, via the appropriate learning platform, comments to support improvements.

The learning platforms also allow for live messaging which teachers will respond to during the school day and often beyond. The school is aiming to ensure pupils receive as much support as possible during this period so that their long term learning is as unaffected as possible.

The school will aim to deliver a curriculum which matches as closely as possible topics and units of work that would have been completed in school. In some cases these have to be adapted or even changed completely. As an example, teaching electrical circuits is not practical to do at home so an alternative science unit will be covered and this unit covered when the children are back in school. The school understand that it has to be adaptable and also ensure that any missed units are covered at a later date.

As noted previously, the school will use a blended approach to support strong pupil engagement, ensure learning continues and take in to account the challenges (including technical ones) of learning at home. As such, the live lessons will be complimented by well-chosen written tasks (which can be completed electronically or on paper), use of regular home learning sites which support knowledge and skill building (Times Tables, spelling), reading, live lessons and pre-recorded lessons from the Oak National Academy and instructional videos such as those provided by White Rose Maths. Using this blended approach means we are able to offer a wide curriculum including subjects such as PE and music.

The expectation is that pupils engage in their learning including attendance at live lessons. Teachers will keep registers of these lessons. The learning platforms allow teachers to also monitor work completion and return. Where engagement is not sufficiently good, teachers should contact the pupils or parents to ascertain reasons why. Concerns should be forwarded to the headteacher if they persist. The expectation is that children in years R, Y 1 and 2 have between 3 to 4 hours a day (averaged over the week). For pupils in KS2 it should be between 4 and 5 hours per day.

For pupils who need additional support, some intervention groups will be possible. These may be led by teaching assistants and will help ensure that identified pupils do not fall unnecessarily behind their peers.

The school will support pupils and parents with technical help. Pupils who need a device will be lent a school Chrome Book to use at home. The additional devices purchased over the last six months should make this possible for all those who need them. Similarly, staff are available each day to support pupils or parents with technical issues such as logging on, uploading work etc. The school will take in to account that our rural setting does not always support strong internet connection. Paper copies are always available to use. Live lessons are recorded and are made available to pupils who were unable to attend at the time.

Pupils working in school will follow the same programme as those children working at home including live lessons. Chrome Books will be available for all pupils in school. Where a class teacher is present in school, pupils may join the teacher as they deliver the lesson to those working at home.

In addition to the live lessons, there will be two whole school live assemblies each week as well as two further class assemblies. These will be used to celebrate children's learning and keep the school connected.

Pupils who are absent and unwell:

While we anticipate that the overwhelming majority of pupils who have to isolate will have mild or no symptoms of Covid-19, we do appreciate that some pupils may be unwell as a result or be absent as a result of another illness. In these cases we would be mindful of the pupil's well-being and would prioritise rest to ensure that they are feeling better as soon as possible. The class teacher will liaise closely with the parents or carers of the absent pupil to agree when it is appropriate to start accessing the home learning. This may include a phased return until they are feeling better. Pupils who are absent for reasons other than Covid-19, should also complete some or all of the home learning depending on their health but should be encouraged to return to school as normal as quickly as possible.

Expectations:

During the lockdown starting in March 2020, the engagement with home learning varied greatly between different pupils. While engagement and participation was much better in the Spring term lockdown of 2021, the extended lockdown period has meant many of the children have all missed significant amounts of learning time. As a result, no further time can be lost not least as it would seem likely there will be Covid-19 restrictions for some time yet. Therefore, the expectation is that all absent pupils will engage daily in the tasks that have been set and will use the appropriate learning platform to upload their work so that it can be assessed by the class teacher. If this is not possible for any reasons, it is essential that parents or carers inform the school of the reasons why not. As noted previously, we do not expect children who are unwell to participate but all other pupils should be undertaking the set tasks and returning these. If parents or carers experience technical difficulties such as internet connection issues, they should contact the school as soon as possible so alternative activities can be set or paper copies of activities can be delivered or collected.

Safeguarding:

Shebbear Community School recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. In the event of your child isolating you can still contact us using the school number: 01409 281220. Details of the school's safeguarding procedures including our policy can be found at: <http://www.shebbear-pri.devon.sch.uk/safeguarding/>

Concerned about a child's safety?
If you are concerned about a child or young person in Devon and want to speak to someone contact our Multi-Agency Safeguarding Hub (MASH) on [0345 155 1071](tel:03451551071) or email mashsecure@devon.gov.uk and give as much information as you can.

The live daily lessons will give teachers the opportunity to monitor pupils working at home. Any concerns identified during these sessions should be reported to the DSL (or deputy DSLs in his absence). If pupils do not attend live lessons (with no explanation from home) over a couple of days, this should be followed up by contacting the parents or referring to the HT. Staff undertaking live lessons should refer to the risk assessment to support their personal safety as well as that of the pupils.

If a child is at immediate risk contact the police on [999](tel:999).

In the event of	Action and expectations for school staff	Action and expectations for pupils	Action and expectations of parents
Pupil becoming unwell with COVID – 19 at home.	<p>To follow government guidance. To inform parents that pupils and families should isolate if they display any of the following symptoms:</p> <ul style="list-style-type: none"> • A continuous, dry cough • A high temperature above 37.8°C • A loss of, or change to, their sense of smell or taste 		<p>Follow the latest government guidance understanding that there is no longer a requirement to isolate BUT there should still be an emphasis on avoiding passing on Covid 19 where possible</p> <ul style="list-style-type: none"> • A continuous, dry cough • A high temperature above 37.8°C • A loss of, or change to, their sense of smell or taste • Get a test to check if your child has coronavirus as soon as possible.
Pupil becoming unwell with COVID – 19 symptom(s) in school.	<ul style="list-style-type: none"> • Staff member to isolate pupil to a room where they can be isolated behind a closed door. • Take child's temperature • PPE must be worn • Ideally, a window will be open for ventilation. • Contact Parent. 		<ul style="list-style-type: none"> • School will advise on possible early collection of the pupil • Parents to ensure contact details are accurate and up to date • Get a test to check if your child has coronavirus as soon as possible. • Follow the latest government guidance • Liaise with the school to ascertain if they are well enough to return

A Teddy class pupil isolating and well	<ul style="list-style-type: none"> Teacher to upload learning to Class Dojo as early as possible Teachers will respond to activities between 9.00am and 4.30pm via ClassDojo Blended learning to include daily lessons in Maths, English and phonics as well as foundation subjects as appropriate (replicating the normal timetable as much as possible) Suitable lessons from the Oak National Academy are identified Phone call home from teacher within 2 days 	<ul style="list-style-type: none"> Review lessons and learning activities assigned by the teacher. Participate in video/real time lessons. Complete assigned work/learning activities to the best of their ability Upload completed work to Class Dojo Read every day. 	<ul style="list-style-type: none"> Access the ClassDojo page on a daily basis Establish a daily routine and provide an appropriate space to support student learning. Review assigned work, discuss expectations with your child and communicate with teachers. Set limits on technology use for games, television etc Expect your child to read everyday Contact Class teacher/Safeguarding Lead if you have any concerns 	
A Panda or Koala pupil isolating and well	<ul style="list-style-type: none"> Teacher to upload learning to Google Classroom as soon as possible Teachers will respond to activities between 9.00am and 4.30pm via Google Classroom Blended learning to include daily lessons in Maths and English as well as foundation subjects as appropriate (replicating the normal timetable as much as possible) Suitable lessons from the Oak National Academy are identified Phone call home from teacher after 2 days 	<ul style="list-style-type: none"> Review lessons and learning activities assigned by the teacher. Participate in video/real time lessons. Complete assigned work/learning activities to the best of their ability Upload completed work to Google Classroom Read every day. Let your parents/teacher know if you are concerned about anything 	<ul style="list-style-type: none"> Access Google Classroom on a daily basis Establish a daily routine and provide an appropriate space to support student learning. Review assigned work, discuss expectations with your child and communicate with teachers. Set limits on technology use for games, social media, television etc Expect your child to read everyday Contact Class teacher/Safeguarding Lead if you have any concerns 	
A pupil from any class is absent and unwell	<ul style="list-style-type: none"> Contact should be made to ascertain the condition of the pupil Reassurances should be given to prioritise rest and recuperation 	<ul style="list-style-type: none"> Ensure that you are getting plenty of sleep and rest Take any medicines you need to help you get better 	<ul style="list-style-type: none"> Support your child in helping them get better Ensure they have plenty of rest and set limits on the use of technology Keep in close contact with the school with regular updates on your child's health 	

	<ul style="list-style-type: none"> • A follow up call should be scheduled to check on their progress and the phased return to remote learning 	<ul style="list-style-type: none"> • Eat healthily and avoid screen time until you are feeling better • As you begin to feel better, start reading and undertaking your tasks 	<ul style="list-style-type: none"> • Agree with the class teacher a suitable programme to begin their home learning • From here on please follow the expectations noted in the subsequent sections • Contact Class teacher/Safeguarding Lead if you have any concerns 	
A bubble isolating or a full school lockdown (for whatever reason)	<ul style="list-style-type: none"> • Teacher to upload learning to Class Dojo or Google Classroom by 9am each day • Teachers will respond to activities between 9.00am and 4.30pm via Class Dojo or Google Classroom • Blended learning to include daily lessons in Maths and English (phonics if appropriate) as well as foundation subjects as appropriate (replicating the normal timetable as much as possible) • For some lessons, the whole class should be taught via Zoom • Suitable lessons from the Oak National Academy are identified • Phone call home from teacher or TA after 3 days and regularly for the duration of the isolation 	<ul style="list-style-type: none"> • Review lessons and learning activities assigned by the teacher. • Participate in video/real time lessons. • Complete assigned work/learning activities to the best of their ability • Upload completed work to Class Dojo or Google Classroom • Read every day. • Let your parents/teacher know if you are concerned about anything 	<ul style="list-style-type: none"> • Access the Class Dojo page or Google Classroom on a daily basis. • Establish a daily routine and provide an appropriate space to support student learning. • Review assigned work, discuss expectations with your child and communicate with teachers. • Set limits on technology use for games, social media, television etc • Expect your child to read everyday • Contact Class teacher/Safeguarding Lead if you have any concerns 	
Class Teacher Isolating	<ul style="list-style-type: none"> • Inform the HT as soon as possible to inform him of your absence and ability to perform duties from home and arrangements for getting a Covid-19 test • Unless they are unwell, isolating teacher will be expected to liaise with the school and/or supply teacher to ensure lessons are planned during the period of absence 	<ul style="list-style-type: none"> • Work hard and behave sensibly for the person leading your class, while your teacher is away 	<ul style="list-style-type: none"> • Contact the school if you have any concerns about the arrangements the school have put in place to cover for an absent colleague 	

	<ul style="list-style-type: none">• Where possible, provide some live lessons from home to the class in particular if there is the absence of a qualified teacher• Isolating teachers will be responsible for ensuring activities are set and uploaded to Class Dojo or Google Classroom. They should also check work has been completed and assessed appropriately• Isolating teachers should, where possible, be the primary contact with isolating pupils/families• Keep the school updated as to your likely return to work		
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