St Francis Church of England Primary School

Our Vision

Our aim at St. Francis Church of England Primary School is to guide our children to live fulfilling lives, rooted in the values taught by Jesus, based on the Gospel value of love for one another.

"I have come to give you life and life in all its fullness."
John 10:10

Our Mission Statement

Love Faith.

"Let your light shine before people, so that they will see the good things you do and praise your Father in heaven."
Matthew 5:16

Love People.

"In everything, do the good things for other people that you would want them to do for you."
Matthew 7:12

Love Learning.

"Wise people are always learning. Wise people always want to listen."
Proverbs 18:15

Our School Rules

We listen to each other.

We follow instructions given by safe adults.

We treat each other as we want to be treated.

We know and celebrate that we are all different.

Our Core Christian Values

LOVE   JOY   PEACE   PATIENCE   KINDNESS   GOODNESS   GENTLENESS   FAITHFULNESS   SELF-CONTROL

"But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control."
Galatians 5: 22-23

Our vision, mission statement and values are at the core of everything we do. They underpin our teaching and learning, interactions and environment.

Policy Title:

Remote Learning Policy

Date of Policy:	Autumn Term 2020		Review Cycle:		Annually
Policy Review Date:		Updates:			
Policy Review Date:		Updates:			
Policy Review Date:		Updates:			
Policy Review Date:		Updates:			

Headteacher: *J.Kewley*   Chair of Governors: *N.Duffy*

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Statement of Intent

At St. Francis C.E.P. School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil, group, whole class or whole school. We recognise the importance of maintaining high expectations in all areas of school life 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, 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.
- Meet the government expectations with regards to Remote Education (see appendix 1)

What is remote learning?

Remote learning is when learning is completed with the child remaining at home for a long period of time, for example, a school closure or a bubble/class closure.

Remote Learning Requirements / Scenarios

It might be that your child is required to learn remotely. This could be for the following scenarios:

- A family member tests positive for Covid-19 meaning the whole household isolates
- NHS Test and Trace explains self-isolation is required
- The child's bubble/class is shut due to positive test of Covid-19
- The school is closed due to an outbreak of Covid-19

NOTE: Remote learning will not available to children who are ill and require focusing on getting well. Remote learning is for children who are well but are not able to come to school for the different scenarios listed above.

Roles and Responsibilities – By Scenarios

School

School cannot provide families with devices or internet unless there the criteria set by the government is met and then the school can apply for support.

Please see: https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19

There are a number of barriers to achieving good remote learning education especially when the majority of children are in school learning with their teacher. We are trying to balance the workload and wellbeing considerations of our staff and the continuity of education for our children.

Scenario A – Child absent from school awaiting test result

Office Staff
- Office staff must alert class teachers if a child is going to be absent from school due to C-19 but is well to take part in remote learning. This means the child is not symptomatic but is having to self-isolate – awaiting test result.
- Office staff to complete paperwork with parents/carers with regards to remote learning and explain that their child's class teacher will contact within 48 hours.
- Office staff to explain that the child should access: letter-join, spelling frame, mathletics and Purple Mash whilst awaiting contact. The parent/carer can also be advised about curriculum maps on the school website

Teachers (including setting, response and feedback and assessment)
- Issue work through Purple Mash
- Offer zoom links to live lessons where appropriate

Parents
- Parents/Carers must inform school if they have been asked to self-isolate
- Parents will converse with school staff as to how best to handle remote learning – completion of form with office staff
- Parents/Carers will ensure their child is on time to join live lessons
- Parents/Carers will ensure that children behave appropriately and act safely online
- Parents/carers will encourage their child with their work
- Alert school if there are any technical difficulties

Note: In this scenario, it may well be that the child comes back to school after receiving a negative result prior to the class teacher setting work.

Scenario B – Child absent from school due to 10 day isolation – household member

Office Staff
- Office staff must alert class teachers if a child is going to be absent from school due to C-19 but is well to take part in remote learning. This means the child is not symptomatic but is having to self-isolate.
- Office staff to complete paperwork with parents/carers with regards to remote learning and explain that their child's class teacher will contact within 48 hours.
- Office staff to explain that the child should access: letter-join, spelling frame, mathletics and Purple Mash whilst awaiting contact. The parent/carer can also be advised about curriculum maps on the school website
- Liaise with Senior Leaders / DSLs with regards to family status on devices and internet access

Teachers (including setting, response and feedback and assessment)
- Issue work through Purple Mash
- Offer zoom links to live lessons where appropriate
- Complete feedback of child's work (appropriate work) through Purple Mash
- Take responsibility of a paperwork pack being created if required – liaise with office for distribution
- Teachers should set homework for children accessing remote learning as if they were a child in class
- Monitor and record engagement of remote learning

Parents
- Parents/Carers must inform school if they have been asked to self-isolate
- Parents will converse with school staff as to how best to handle remote learning – completion of form with office staff
- Parents/Carers will ensure their child is on time to join live lessons
- Parents/Carers will ensure that children behave appropriately and act safely online
- Parents/carers will encourage their child with their work
- Alert school if there are any technical difficulties

Senior Leaders / DSL
- Supervise children who are isolating and list children as vulnerable as required.
- Keep up-to-date, through bulletins, what support is available for various situations
- If a child is absent from school and marked as vulnerable:
  - DSL to contact family at least once a week as a pastoral contact

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- o Organise support for food as required
- o Organise support for the family based on need
- Liaise with Office Staff with regards to device and internet access – support if able

Children
- Follow the school rules of:
  - o We listen to each other.
  - o We follow instructions given by safe adults.
  - o We treat each other as we want to be treated.
  - o We know and celebrate we are all different.
- Show the Fruit of the Spirit:
  - o Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness & self-control
- Alert parent/carer if there are any technical difficulties
- Upload work to PurpleMash as requested.

Scenario C – Class Closure

Office Staff / Senior Leaders

- Prepare and send out necessary paperwork with regards to class closure
- Alert parents to the fact the next working day will be given to the teacher to prepare remote education for the length of the class closure
- Office staff to explain that the child should access: letter-join, spelling frame, mathletics and Purple Mash whilst awaiting contact. The parent/carer can also be advised about curriculum maps on the school website

Senior Leaders / DSL
- Supervise children who are isolating and list children as vulnerable as required.
- Keep up-to-date, through bulletins, what support is available for various situations
- If a child is absent from school and marked as vulnerable:
  - o DSL to contact family at least once a week as a pastoral contact
  - o Organise support for food as required
  - o Organise support for the family based on need
- Liaise with Office Staff with regards to device and internet access – support if able

Teachers (including setting, response and feedback and assessment)

- Teachers will ensure their staff laptop is in school every day to enable live lessons and virtual meetings (see virtual meetings policy)
- Teachers should dialogue with the relevant parents/carers to ensure appropriate remote learning opportunities are given as they may be different between families
- Teachers must have an awareness that some families will struggle with remote learning due to work commitments, poor device access and possible lack of internet
- Teachers to continue to follow the year group curriculum. Make notes of any tweaks in terms of coverage. Report this to relevant subject leader
- Teachers should promote interactivity during live lesson:
  - o Teach children to use the chat function
  - o Teach children to use non-verbal communication
  - o Teach children to use the reaction buttons on zoom
  - o Use of breakout rooms for collaboration
  - o Use of children sharing their thinking and answers
  - o Use of screen share
  - o Use of giving over control of the screen to the children
- Teachers should give appropriate response and feedback in order to overcome any misconceptions. This should be done at the point of need during live lessons.
- Teacher should have excellent and effective communication, via email, to the parents/carers to communicate the remote learning timetable, resources required and links to lessons
- Teachers should request work through PurpleMash.

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- Teacher need to utilise their teaching assistants effectively, for example,
    - Use of TAs in zoom lesson – breakout group to support certain children
    - 1:1 zoom sessions
    - Group zoom sessions
    - Creation of work packs
    - More interaction with parent/carer
    - Recorded inputs to be sent to the child
    - Recorded models of working to be sent to the child
    - Preparation of resources
- Teachers must ensure planning and assessment of learning takes into account of all learners irrespective of background or ability, meaning children with SEND should have access to appropriate work.
- Teachers should set homework for children using Purple Mash as if the school was open.
- Monitor and record engagement of remote learning – pass record to school office by 1pm every Friday
- Teachers should encourage children to access the LA library provision – sign up for e-books
- **If there are any safeguarding concerns, please report these in line with our child protection and safeguarding policy.**

Parents
- Parents will converse with school staff as to how best to handle remote learning
- Parents/Carers will ensure their child is on time to join live lessons
- Parents/Carers will ensure that children behave appropriately and act safely online
- Parents/carers will encourage their child with their work
- Alert school if there are any technical difficulties

Children
- Follow the school rules of:
    - We listen to each other.
    - We follow instructions given by safe adults.
    - We treat each other as we want to be treated.
    - We know and celebrate we are all different.
- Show the Fruit of the Spirit:
    - Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness & self-control
- Alert parent/carer if there are any technical difficulties
- Upload work to PurpleMash as requested.

Scenario D – Forced Closure (COVID-19) – Key Worker/Vulnerable Provision

Senior Leaders / DSLs and Office Staff
- Send out applications for Key Worker provision
- Identify vulnerable children
- Analyse data return for key worker provision. Create bubble lists and send out letter of acceptance to parents/carers.
- Read and be familiar with any updated guidance and ensure organisation of closure is in line with the latest government guidance
- Organise daily registers – follow up on absences of expected attendance

DSL
- Supervise all children – analyse remote learning participation.
- Keep up-to-date, through bulletins, with what support is available for various situations
- If a child is absent from school and marked as vulnerable:
    - DSL to contact family at least once a week as a pastoral contact
    - Organise support for food as required
    - Organise support for the family based on need
    - Make a decision, based on risk, as to whether a school place should be offered
- Liaise with Office Staff with regards to device and internet access – support if able

Teachers (including setting, response and feedback and assessment)

- Teachers will ensure their staff laptop is with them to enable live lessons and virtual meetings (see virtual meetings policy)
- Teachers should dialogue with the relevant parents/carers to ensure appropriate remote learning opportunities are given as they may be different between families
- Teachers must have an awareness that some families will struggle with remote learning due to work commitments, poor device access and possible lack of internet
- Teachers to continue to follow the year group curriculum. Make notes of any tweaks in terms of coverage. Report this to relevant subject leader
- Teachers should promote interactivity during live lesson:
    - Teach children to use the chat function
    - Teach children to use non-verbal communication
    - Teach children to use the reaction buttons on zoom
    - Use of breakout rooms for collaboration
    - Use of children sharing their thinking and answers
    - Use of screen share
    - Use of giving over control of the screen to the children
- Where appropriate, teachers should record lessons that can be sent out or watched during a live lesson
- Teachers should use the school website to host information relating to work
- Teachers should give appropriate response and feedback in order to overcome any misconceptions. This should be done at the point of need during live lessons.
- Teacher should have excellent and effective communication, via email, to the parents/carers to communicate the remote learning timetable, resources required and links to lessons
- Teachers should request work through PurpleMash.
- Teacher need to utilise their teaching assistants effectively, for example,
    - Use of TAs in zoom lesson – breakout group to support certain children
    - 1:1 zoom sessions
    - Group zoom sessions
    - Creation of work packs
    - More interaction with parent/carer
    - Recorded inputs to be sent to the child
    - Recorded models of working to be sent to the child
    - Preparation of resources
- Teachers must ensure planning and assessment of learning takes into account of all learners irrespective of background or ability, meaning children with SEND should have access to appropriate work.
- Teachers should set homework for children using Purple Mash as if the school was open.
- Monitor and record engagement of remote learning – pass record to school office by 1pm every Friday
- Teachers should encourage children to access the LA library provision – sign up for e-books
- **If there are any safeguarding concerns, please report these in line with our child protection and safeguarding policy.**

Resources

Department of Education: Online Education Resources for Home Learning
https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources

Letters and Sounds – Synthetic Phonics
Youtube – videos for Year EYFS to Year 2.
https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw

BBC – Live Lessons
https://www.bbc.co.uk/teach/live-lessons/upcoming-live-lessons/zk6h7yc

Oak National Academy
https://classroom.thenational.academy/

Contact with Staff

Whilst children are absent from school, irrespective of scenario, there will be a number of options for families to remain in contact with school:

- **Staff emails:**
  - o Year EYFS (Miss Ryding): eyfs@stfrancis.blackburn.sch.uk
  - o Year 1 (Miss Jepson): year1@stfrancis.blackburn.sch.uk
  - o Year 2 (Mr Carter): year2@stfrancis.blackburn.sch.uk
  - o Year 3 (Mrs Foster / Mrs Carter): year3@stfrancis.blackburn.sch.uk
  - o Year 4 (Miss Reynolds): year4@stfrancis.blackburn.sch.uk
  - o Year 5: (Mrs Musa) year5@stfrancis.blackburn.sch.uk
  - o Year 6: (Mr Tindall) year6@stfrancis.blackburn.sch.uk
  - o Family Support (Mrs Algar): children.familysupport@stfrancis.blackburn.sch.uk
  - o Office (Mrs Barton / Mrs Algar / FAO: Mr Kewley & Mrs Foster): office@stfrancis.blackburn.sch.uk
- **Virtual Meetings**
  - o If you would ordinarily make an appointment to have discussed a matter with a member of staff, please contact the school office for a virtual meeting to be arranged.
- **Telephone**
  - o Please continue to use our school telephone number: 01254 201419

Provision of Food

In the event of school closure or self-isolation, provision for children receiving Free School Meals will be made. Please note Free School Meals is different to the Universal Free School Meals that all EYFS, Year 1 and Year 2 children receive.

Online Safety

To ensure safety of children, regular checking of children accessing live lessons is required from parents/carer and school staff. If there are concerns with online safety, then the school's online safety policy will be used.

Safeguarding and Child Protection

If there are any concerns relating to a child who is learning remotely, the school's safeguarding and child protection policy must be used as standard.

Creation of Live Zoom Meetings

When creating live zoom meetings, they must be set up as follows:

- Automatically generated meeting ID – not personal meeting ID
- A password for the meeting must be required
- Participants cameras to be enabled
- Waiting room must be enabled
- Participants must be reminded not to complete any recording of the meeting
- Participants must be reminded of appropriate behaviour
- Participants must be taught that the chat facility should only be used for learning purposes when the teacher has asked for this function to be used
- Participants should set their zoom name as their first name and surname
- Staff should not admit anyone into the meeting that they do not recognise

If there is inappropriate behaviour, the staff member must exit the participant from the meeting and report this on CPOMS. If the behaviour gives immediate concerns, the staff member must speak with a DSL

Staff working remotely – zoom / TEAMS

When you are using your webcam at home, staff must be very aware of their surroundings and what participants can see.

Ideally, if a natural background cannot be used as the backdrop, staff should make use of the virtual backgrounds available.

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Appendix 1
Government's Remote Education Information / Expectations taken from – 'Restricting attendance during the national lockdown: schools' – 7th January
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

Remote education

Due to the dedication of teachers and school leaders, the vast majority of schools have already been delivering remote education where it has been needed, continually improving their provision in line with expectations and emerging best practice.

The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

If parents feel their children's school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted.

Ofsted will inspect schools – of any grade – where it has significant concerns about safeguarding or the quality of remote education being provided. Such concerns could be triggered by, for example, parents complaining about remote education directly to Ofsted.

In addition, as announced in December, while Ofsted's routine graded inspections remain suspended, inspectors will, during the spring term, conduct monitoring inspections of schools most in need of challenge and support – those previously judged to be providing an inadequate education and some previously judged to require improvement. Those inspections will provide assurance that pupils in those schools are receiving the best possible education – whether through classroom teaching or remote education. The Department is discussing how these inspections will be implemented with her Majesty's Chief Inspector.

In the context of schools limiting attendance to all but vulnerable children and children of critical workers, schools are expected to build on their existing remote education

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provision, ensuring a strong offer is in place for all pupils. Our Get Help With Remote Education page on gov.uk provides a one-stop-shop for teachers and leaders, signposting the support package available. Senior leadership teams and governors will want to assure themselves that their remote education offer meets the expectations in this guidance by reviewing and self-assessing their current practice. We will publish a "review your remote education provision" tool, to support school leaders in doing this.

To stop pupils and students falling behind, our £1bn catch up package remains in place, including the £650 million catch-up premium and in-school support through the National Tutoring Programme (NTP).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- 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 so that pupils can progress through the school's curriculum

- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)

- overcome barriers to digital access for pupils by:

  - distributing school-owned laptops accompanied by a user agreement or contract

  - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

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- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

- 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

When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects

- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

  - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

  - Key Stage 2: 4 hours a day

  - Key Stages 3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.

- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

  - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources

  - providing opportunities for interactivity, including questioning, eliciting and reflective discussion

  - providing scaffolded practice and opportunities to apply new knowledge

  - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

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- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge

- avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

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When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL

- online safety and safeguarding, published by LGfL, which covers safe remote learning

- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely

- safeguarding and remote education during coronavirus (COVID-19)

- annex C of keeping children safe in education

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