

Head:
Mrs J Currant

Tel:
01438 354913

Broom Barns Primary School

Homestead Moat, Stevenage, Herts. SG1 1UE

Deputy Head:
Mrs J Phillips

Assistant Head:
Mrs L Hogan



Email: admin@broombarns.herts.sch.uk

Broom Barns Remote Learning Statement

This statement aims to outline procedures and practices for pupils in self isolation, who are otherwise fit and healthy, to continue with their academic programme. Situations where this policy may apply include:

- A pupil who is absent from school due to a period of advised self-isolation or shielding but who otherwise remains well. Pupils will be identified as having an X in the register.
- An extended period of school closure.

This statement does not apply in situations such as:

- A pupil who is not well enough to attend school.
- A pupil who is absent from school without prior authorisation (i.e. a family holiday).
- A parental decision for a pupil to remain home as a precaution against an outbreak of infectious disease contrary to Public Health England advice.

Pupils and Parents

In the event of self-isolation or a whole school or bubble closure.

Pupils will be expected to

- Ensure that all communication on Google Classroom relates to the home learning and does not contain any personal information.
- Complete all work set for them promptly.
- Always use appropriate language and be considerate of others.
- Uphold the same standards of behaviour as they would in school.

Parents will be expected to

- Ensure that Google Classroom content (uploads, teaching recordings, work examples etc.) is not shared on any other platforms or social media.
- Understand that if work is completed off-line and posted to the school, there may be a delay in receiving feedback.

- Understand that during local lockdowns, teachers may be managing feedback to 30 pupils, the needs of their own families at home and face to face teaching of key worker and vulnerable pupils so may be unable to respond immediately to enquiries.
- Recognise that matching work to pupil's abilities is difficult remotely as teachers often respond directly to children's needs throughout sessions.
- Ensure that all communication on Google Classroom relates to the home learning and does not contain any personal information.
- Raise any concerns directly with the class teacher via the school office and not publicly on the Google Classroom stream.
- Support their child's home learning by providing a safe and calm learning environment.

School Staff

In the event of a pupil needing to self-isolate or shield

This section of this statement applies in situations where school remains open and working as normal, but an individual pupil is unable to attend lessons as normal and is otherwise well and able to work, e.g. a period of advised self-isolation.

Class teachers will be expected to

- Identify and maintain a record of pupils and families who do not have access to technology.
- Identify pupils that require remote learning materials.
- Provide remote learning tasks from the second day of self-isolation and sign-post pupils to Oak Academy on the first day of isolation.
- Co-ordinate the relevant material and liaise, where applicable, with specialist teachers.
- Share materials with pupils and parents via Google Classroom. Where a family does not have access to Google Classroom, learning packs will be delivered to the home address.
- Update material and learning tasks at least weekly.
- Where work is submitted, provide feedback at least weekly.
- Where possible, match learning tasks to pupil's needs, providing individualised learning using reasonable adjustments where necessary. Where children receive individualised learning the school Senco will support class teachers and support staff in allocating this.
- Ensure that the families are contacted weekly by telephone to discuss any concerns and record this using the school procedure for parent liaison.
- Report any safeguarding concerns to the designated senior person for safeguarding, following the school's safeguarding policy.

Support staff will be expected to

- Where necessary, support with contacting the family weekly to discuss any concerns and record this using the school procedure for parent liaison.
- Where a child has hours named in an EHCP, provide individualised materials with the support of the Senco and class teacher.
- Report any safeguarding concerns to the designated senior person for safeguarding, following the school's safeguarding policy.

In the event of a whole school or bubble closure

Class teachers will be expected to

- Identify pupils and families who do not have access to technology.
- Ensure that a timetable of learning is produced and provided on the website and on Google Classroom by 9am on the Monday morning of each calendar week of closure. The timetable will indicate where further activities will be made available throughout the week. This is to enable pupils and parents to effectively organise their weekly learning programmes.
- Ensure that there is a balance of subjects, recognising that remote learning cannot replicate the school day.
- Ensure that there are tasks that do not need the internet or a device such as a laptop or tablet to access them, as many children and families will not have internet access or will be sharing devices.
- Plan lessons that capitalise on the home environment, reduce unnecessary screen time and include physical activity wherever possible.
- Plan tasks that will be accessible for all pupils and include differentiation and challenge.
- Modelling or supportive materials may be included, such as links to online videos or pre-recorded teacher videos.
- In the case of a class teacher being unwell, where possible, previously planned material will be shared with the Key Stage leader to be uploaded and monitored. In this event, staff must follow the school staff absence procedures.
- Provide brief feedback to each child on each piece of work that they have uploaded or returned to the school (where they are unable to access the internet).
- Monitor the morale and workload of the pupils carefully. Teachers often have opportunities to make good decisions about the well-being of their pupils.
- Where possible, match learning tasks to pupil's needs, providing individualised learning using reasonable adjustments where necessary. Where children receive an individualised learning programme, this will be agreed with the Senco.
- Teachers will be expected to plan and teach a variety of daily recorded and written lessons. Reception, Year 1 and Year 2 will record at least 3 phonics lessons each week.
- Teachers/teaching assistants will record at least one story each week.
- Monitor Google Classroom and all other online learning platforms, ensuring appropriate and regular use.
- Teachers will not be expected to teach live lessons to pupils as it is recognised that it is not desirable for children to spend hours every day in front of a screen and that the teacher-pupil interaction is not easily replicated in this way. Additionally, not all pupils will be able to access the lessons when they are live and will therefore lose out on that interaction and instruction.
- Provide weekly learning packs and feedback for pupils who do not have access to online learning.
- Oversee contact to families weekly by telephone to discuss any concerns and record this using the school procedure for parent liaison.
- Provide a suitable exercise book for each pupil to record written tasks in.
- Have high expectations of pupil's learning.
- Report any safeguarding concerns to the designated senior person for safeguarding, following the school's safeguarding policy.

- Work their contracted hours to support the learning and development of the pupils in their class.

Expectations for Support Staff

- Support with contacting families weekly to discuss any concerns and record this using the school procedure for parent liaison.
- Provide intervention materials to the class teacher to support with ongoing interventions for groups of pupils.
- Where a child has hours named in an EHCP, provide individualised materials with the support of the Senco and class teacher.
- Support with marking and feedback of pupil's online learning.
- Report any safeguarding concerns to the designated senior person for safeguarding, following the school's safeguarding policy.
- Under the direction of the class teacher, provide feedback to pupils using online learning platforms, such as Google Classroom and Purple Mash.
- Work their contracted hours to support the learning and development of the pupils in their class.

Where a member of staff is unable to carry out his or her duties due to ill health, the key stage leader or class teacher will provide suitable home learning tasks.

Safeguarding

This policy document is supported by the Safeguarding policy. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the invited members of the class. Live video sessions will not be used by school staff – there will be opportunities across the week for teachers to check-in with parents / pupils by telephone and via the school email.

Frequently Asked Questions

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Pupils will be directed to Oak National Academy on the first day of isolation/school closure.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, the use of Youtube videos to model tasks in PE.

How long can I expect work set by the school to take my child each day?

The remote education provided should be equivalent in length to the teaching pupils receive in school.

How will my child access any online remote education you are providing?

A weekly timetable will be added to Google Classroom by gam on Mondays.

Pupils will access online learning through a variety of platforms such as:

- Google Classroom
- Purple Mash
- Bug Club
- Time Tables Rock Stars
- Evidence Me

These platforms may be used to direct pupils to other websites such as BBC Teach and Oak Academy.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- laptop loans
- data sim cards
- paper learning packs

Please contact the school office on 01438354913 to discuss this if you require support to access remote education.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- activities and lessons posted on Google Classroom

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

School staff will check daily whether pupils are engaging with online learning and parents will be informed by telephone if there are concerns.

How will you assess my child's work and progress?

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 are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the “Comments” function on online documents
- Sending a direct to learners with specific feedback / targets
- Feedback via another website / piece of software

How will you work with me to help my child who needs additional support from adults at home to access remote education?

Teachers use their best endeavours to ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the Senco. Families will be contacted at least weekly to discuss remote learning and differentiation.