



# Heathfield Primary School

## REMOTE LEARNING POLICY

***Our Mission Statement:  
Learning together, Learning for Life***

<b>Chair of Governors</b>	Zulfi Jiva
<b>Headteacher</b>	Mark Thornley
<b>Policy written by</b>	Mark Thornley
<b>Date approved by governors</b>	November 2020
<b>Date of next review</b>	On going
<b>Committee Responsible</b>	Learning Challenge

## INTRODUCTION

At Heathfield, our curriculum lays out the way we teach our children to achieve our mission statement;  
*Learning together, learning for life.*

The curriculum consists of all the planned activities and routines that we organise in order to promote learning, confidence and self-esteem. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. The children at Heathfield are provided with a an inter connected curriculum that promotes meaningful connections between concepts and knowledge (**Heathfield Head**), develops genuine and robust character traits to prepare children for life in the modern world (**Heathfield Heart**) and opportunities for children to use and apply their Head and Heart to answer learning questions (**Heathfield Hands**) resulting in knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners.



## **GOVERNMENT EXPECTATIONS**

Where a class, group or small number of children need to self-isolate, or there is a local/national lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

The remote education provided should be equivalent in length to the core teaching children would receive in school and will include both recorded or live direct teaching time, and time for children 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

In developing their remote education, the government 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.
- Overcome barriers to digital access for children 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 children on track or answer questions about work.

- 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

When teaching pupils remotely, we expect schools to:

- Set meaningful and ambitious work each day in an appropriate range of subjects 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 children to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- 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 childrens' 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 children 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.

## **REMOTE LEARNING AT HEATHFIELD**

During to current COVID-19 pandemic we are committed to upholding the Heathfield Intent through our remote education offer. Remote education is now an essential component in the delivery of our school curriculum. We will ensure all children that are educated at home are given the support they need to master the curriculum and make good progress. We have put into place systems to ensure that the

remote curriculum we offer is balanced and broad and we teach the same curriculum remotely as we do in school wherever possible and appropriate.

Our remote learning offers ensures:

- A curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the Heathfield curriculum expectations
- Gives access to high quality remote education resources
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so Heathfield will work with these families to deliver a broad and ambitious curriculum

When teaching children remotely, we:

- Provide meaningful and ambitious work set each day in a number of different subjects. Early reading/Phonics and reading fluency and comprehension, writing and Maths are taught daily.
- 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
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks
- Provide daily feedback to children and give time for children to act upon this feedback
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

**SENIOR LEADER IN OVERALL CHARGE OF REMOTE EDUCATION:** Mrs. Asani

**SENIOR LEADER IN CHARGE OF THE QUALITY OF DELIVERY OF REMOTE EDUCATION:** Mrs. Abernethy

**SENIOR LEADER IN CHARGE OF SAFEGUARDING, VULNERABLE AND SEN PROVISION:** Miss. Wilkinson supported by Mrs. Renton (Learning Mentor)

**STAFF MEMBER IN CHARGE OF TECHNICAL SUPPORT:** Mr. Sam Wyatt

The Heathfield Remote learning policy should be read in conjunction with Safeguarding and child protection policy, Home learning safety policy, ICT and internet safety policy.

## BLENDDED OFFER

BLENDDED OFFER		
CHILDREN	CURRICULUM	SAFEGUARDING
In the event of a child absent and waiting for a test	<ul style="list-style-type: none"> <li>Early years children will access learning via Tapestry.</li> </ul>	
In the event of a child receiving a positive test and being in isolation for 10 days, assuming they feel well.	<ul style="list-style-type: none"> <li>KS1 and KS2 children will access learning via Microsoft teams.</li> <li>Work will be loaded to the relevant platform with 24 hours of the reported absence. On most occasions, the work will be uploaded sooner.</li> </ul>	<p>Weekly Phone calls by Learning mentor (unless had regular contact via MS Teams/email)</p> <p>Children identified as vulnerable children phone calls 3 x per week by learning mentor (FR)</p> <p>Learning mentor daily phone calls to insist on engagement and identify barriers</p> <p>Sam Wyatt to provide technical support to parents</p>
In the event of on child in isolation for 10 day	<ul style="list-style-type: none"> <li>EY: Daily phonic activities and activites linked to the prime areas of learning with some links to specific areas of learning and the characteristics of effective learning</li> <li>KS1 and KS2: Phonics, Reading, Writing and Maths will be provided daily; Homework schedule uploaded /emailed for foundation subjets</li> </ul>	
In the event of shielding – longer term absence	<ul style="list-style-type: none"> <li>Work completed and uploaded by 3:30pm; feedback and next steps will be provided on that day</li> </ul>	<p>As above and...</p> <p>Monthly home visits to check wellbeing for those shielding</p> <p>MSTeams with friendship group / class</p> <p>Weekly telephone call with class teacher</p>

## **REMOTE LEARNING (BUBBLE CLOSURE/PARTIAL SCHOOL CLOSURE)**

### **CURRICULUM**

Staff will share a timetable overview with all children and parents/carers via Tapestry/MSTeams and school email on the first day of whole class/bubble closure and/or at the start of each week. (APPENDIX 1 timetable template).

### **CLASS TEACHERS WILL SET DAILY TASKS THAT WILL INCLUDE THE FOLLOWING:**

#### **ENGLISH (Writing/SPaG (Spelling, Punctuation and Grammar) and Phonics/Reading Tasks):**

- A live or pre-recorded teaching video input to support learning of Writing/SPaG and/or phonics (by the class teacher or a link to an external teaching video, such as Oak Academy) Teaching will maintain the learning sequence that would have been used in school as much as possible.
- A live or pre-recorded teaching video input to support learning of Reading (Years 2 – 6 Everyone Reads). Teaching will maintain the learning sequence that would have been used in school as much as possible.
- Year 6 children do 30 minutes a day on Reading Plus
- Children will be provided with well-structured/scaffold activities to allow children to apply/practice their learning
- Work set is meaningful and ambitious
- Informal quizzes and assessment tasks will be used to clarify children's understanding
- All tasks to be completed directly onto MSTeams and/or in the children's homework book and uploaded to Microsoft Teams or Tapestry for teacher feedback
- A live or pre-recorded session of an adult reading the class novel/story to the children
- Children/parents record reading in Reading Journal and children can complete Reading Journal activities
- Once school reading books have been read, children should read books at home, newspapers, magazines, online articles, books on kindles etc.

### **MATHEMATICS**

- A live or pre-recorded teaching video input to support learning of Maths (by the class teacher or a link to an external teaching video, such as Oak Academy/ Maths hub) Teaching will maintain the learning sequence that would have been used in school as much as possible.
- Children will be provided with well-structured/scaffold activities to allow children to apply/practice their learning
- Work set is meaningful and ambitious

- Informal quizzes and assessment tasks to clarify children's understanding
- All tasks to be completed directly onto MTeams and/or in the children's homework book and uploaded to Microsoft Teams or Tapestry for teacher feedback

**CLASS TEACHERS WILL SET TASKS FOR THE FOLLOWING SUBJECTS OVER THE PERIOD OF REMOTE LEARNING:**

**SCIENCE, BIG QUESTION (History and Geography) PHYSICAL EDUCATION, PSHE, RELIGIOUS EDUCATION, MUSIC, SPANISH**

- A live or pre-recorded teaching video input to support learning of Science (by the class teacher or a link to an external teaching video, such as Oak Academy) Teaching will maintain the learning sequence that would have been used in school as much as possible.
- Children will be provided with well-structured/scaffold activities to allow children to apply/practice their learning
- Children will be provided with well-structured/scaffold activities to allow children to apply/practice their learning
- Work set is meaningful and ambitious
- All tasks to be completed directly onto MTeams and/or in the children's homework book and uploaded to Microsoft Teams or Tapestry for teacher feedback

**FIRST STEPS, NURESERY AND RECEPTION:**

- As above where appropriate
- Set activities that focus on the prime areas of learning with some links to specific areas of learning and the characteristics of effective learning
- One video per week linked to the learning for the children, explaining tasks to parents and carers and providing curriculum insight to support parents in providing appropriate challenge and support at home.

**CELEBRATION:**

- For whole class bubble close, the class will have a virtual achievement assembly at the end of the week to celebrate hard work and commitment to learning.

**ADDITIONAL SUPPORT FOR LEARNING**

- Home learning links of the school website
- Timestable rockstars
- Purple mash

## **CHILDREN WITH SPECIAL EDUCATION NEEDS**

### **SAFEGUARDING AND SUPPORT**

- Weekly Phone calls by Learning mentor (unless had regular contact via MS Teams/email)
- Children identified as vulnerable children phone calls 3 x per week by learning mentor
- Learning mentor daily phone calls to insist on engagement and identify/overcome barriers
- Sam Wyatt to provide technical support to parents
- KS1 and 2: Parents to agree to the 'Live Learning Agreement' (Appendix 2)

### **CONTACT LOGS**

- Vulnerable children contact log completed three times per week (Appendix 3)
- Home learning engagement log completed daily (Appendix 4)
- Live learning Log completed for each lesson (Appendix 5)

### **STAFF WELLBEING**

- Teachers will be available between 8:30am and 4:00pm. Messages sent after this time may not be delivered or responded too.
- Regular working pattern to be acknowledged
- Staff should take 2.5 hours PPA within the school day each week
- Regular contact between SLT and staff members not in school

### **WORKING FROM HOME**

When providing remote learning, teachers must be available between 8:30am and 4:00pm and attend remotely staff development meetings (Monday 3:30pm) and staff briefings (Thursday 3:00pm or 3:30pm)

If they're 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.

### **MONITORING AND DEVELOPMENT**

The DfE have instructed that leaders monitor the effectiveness of our remote learning offer. At Heathfield, we are always doing this, formally and informally gathering information to further **develop** our provision. We have created a Heathfield document that has been written in conjunction with government guidance, outlining the Heathfield expectation. This is used to support



detailed conversations and identifying next steps. (See appendix 6) A key part of our development will be ensuring staff workload and well-being is being maintained.

## **SENIOR LEADERS**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

**SENIOR LEADER IN OVERALL CHARGE OF REMOTE EDUCATION:** Mrs. Asani

**SENIOR LEADER IN CHARGE OF THE QUALITY OF DELIVERY OF REMOTE EDUCATION:** Mrs. Asani

**SENIOR LEADER IN CHARGE OF SAFEGUARDING, VULNERABLE AND SEN PROVISION:** Miss. Wilkinson

- Developing the effectiveness of remote learning using the Heathfield Remote Learning development proforma. To gather information senior leaders will have regular meetings with teachers and subject leaders, review work set and consider feedback from children and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **SUBJECT LEADERS**

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent with the Heathfield expectation
- Developing the effectiveness of remote learning using the Heathfield Remote Learning development proforma. To gather information senior leaders will have regular meetings with teachers and subject leaders, review work set and consider feedback from children and parents
- Alerting teachers to resources they can use to teach their subject remotely

This policy is reviewed at least annually and updated as we further develop our offer.

## APPENDIX 1 TIMETABLE TEMPLATE



### TIMETABLE (Example)

Day:	Year group:							Start date:	
	9:00am – 9:30am	9:30am – 10:30am	10:30am – 11:00am	11:00am – 12:00pm	12:00pm – 1:00pm	1:00pm – 2:00pm	2:30pm – 3:00pm		
DAY 1	<b>Everyone Reads:</b> Listen to the pre – recoding on pages / Read the following pages and answer the questions  <b>Phonics:</b> Taught live via MS Teams	<b>Maths Pre-recorded lesson</b> Children to follow the maths video and then complete independent activity	Physical activity/break time	<b>English lesson</b> Taught live via MS Teams	Physical activity/lunch time	<b>Science lesson</b> Taught live via MS Teams using pre-recorded video	<b>Class Novel</b> Log in and listen to the class novel/story		
DAY 2									
Day 3							<b>Celebration assembly</b> Log in and let's celebrate your amazing work!		

## APPENDIX 2 LIVE LEARNING AGREEMENT



### PARENTAL LIVE LEARNING AGREEMENT ON MICROSOFT TEAMS

I have read, understood and accept the Live Learning Agreement as outlined below:

- I give permission for my child to take part in the live learning lessons
- I give permission for my child to turn their camera on if the teacher instructs this
- **It may be useful to record lessons for children that are unable to attend. I give consent that the lesson can be recorded, stored and downloaded from Microsoft teams for 20 days. PARENTS MUST PROVIDE INFORMED CONSENT TO CONFIRM THIS AND WHETHER THE CHILD'S CAMERA CAN BE ON OR OFF**
- By allowing my child to log into Microsoft Teams to access live lessons, I am giving permission for their child to take part in the lesson and I agree with the 'Live Learning Agreement'
- It is the parent/carers responsibility to supervise the children when accessing live learning
- Other members of the household know that the session is taking place
- Devices used should be in appropriate areas of the house and against a neutral background
- Language must be professional and appropriate, including any family members in the background

If you have read, understood and accept the Live Learning Agreement, please respond with one of the following statement:

I, parent/carer of **insert child's name** have read, understood and accept the Live Learning Agreement.  
When recording lessons my child's camera can be turned on.

I, parent/carer of **insert child's name** have read, understood and accept the Live Learning Agreement.  
When recording lessons my child's camera must be turned off.

You can also send the above statement to [parents@heathfield.bolton.sch.uk](mailto:parents@heathfield.bolton.sch.uk)

**APPENDIX 3 VULNERABLE CHILDREN CALL LOG**

**WEEK BEGINNING MONDAY**

At the end of each day send the document to CW/MT. Report any safeguarding concerns to DSL immediately.

CHILD	DATEs AND TIMES OF CONVERSATION	NOTES FROM COVERsATION	TICK WHEN ADDED ON CPOMS	NEED TO INFORM DSL? Y/N

## APPENDIX 4 HOME LEARNING ENGAGEMENT LOG



**WEEK BEGINNING:**

**Engagement = Taking part in ALL lessons and submitting work daily for feedback**

[illegible]

## WEEKLY SUMMARY WEEK ENDING

<b>TOTAL NUMBER OF CHILDREN IN THE CLASS</b>	
<b>NUMBER OF CHILDREN ACCESSING AND ENGAGING WITH LEARNING AT SCHOOL</b>	
<b>NUMBER OF CHILDREN ACCESSING AND ENGAGING WITH LEARNING AT REMOTELY</b>	

**Please send completed proforma to Mr. Thornley by Friday lunch time.**

APPENDIX 5 LIVE LEARNING LOG



LIVE LEARNING LESSON LOG

CHILD	4.12.											

## APPENDIX 5 REMOTE LEARNING DEVELOPMENT PROFORA

### REMOTE LEARNING DEVELOPMENT

#### REMOTE LEARNING AT HEATHFIELD:

##### Length of core teaching time:

- Early Years: Up to 3 hours a day
- Key Stage 1: 3 hours a day on average
- Key Stage 2: 4 hours per day

##### Curriculum

- Delivers a broad and balanced curriculum in line with the Heathfield long term overview, sequence and curriculum expectations so that children know more and remember more
- Daily Reading/Phonics, Writing, Maths and class novel/story
- Delivers a broad and balanced curriculum. Foundation subject lessons to include: PE, Big question (History and Geography), PSHE, Science, RE, Music, computing, whole school assembly (Year 4 Bolton Music service; Reading plus Y6)
- **Early Years:** As above where appropriate Set activities that focus on the prime areas of learning with links to specific areas of learning and the characteristics of effective learning
- Weekly timetable is provided for children and parent/carer

##### Teaching

- For each subject, lessons are well sequenced so that knowledge and skills are built incrementally. Learning may be broken down into smaller chunks, especially with new learning, that can be followed by an activity/retrieval practice.
- Each lesson has a clear and intended learning objective with identified 'steps to success'. Children understand where each lesson fits into the larger concept/idea
- Clear explanations are provided through high quality, simple curriculum resources, effective modelling, worked examples and scaffolding to meet the needs of all learners
- Children are provided with meaningful and ambitious work in each lesson
- Activities are well-structured/scaffold to allow children to apply/practice their learning, obtaining the building blocks they need to move onto the next step, becoming more independent over time.
- Retrieval practice activities are used to ensure learning is becoming embedded into long term memory (Know more; remember more)
- Lessons are live and/or pre recorded

##### Assessment and Feedback

- Gauge how well pupils are progressing through the curriculum through targeted questions and other suitable tasks such as pre/post tasks, reflection and meta cognition questions
- Informal quizzes/LBQ/assessment tasks to clarify children's understanding and long term memory retention (Know more; remember more)
- Teacher adjusts the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Provide individual daily feedback, celebrating what children have done well and next steps
- Children given the opportunity/time to make corrections/edit their work/act on feedback

##### SEND:

- Provide personal learning activities that meet the needs of the child (These may not be electronic)

##### Celebration:

- Class praise through chat functions
- Weekly celebration assembly, celebrating the achievements of the children and awarding 'Star of the week'

##### Engagement:

- Daily engagement log maintained and action taken to address children not engaging
- Live learning log maintained and up to date
- Evidence that engagement is resulting in learning

#### Celebrations

Yellow

#### Next Steps/Actions

Orange

