

Upton Meadows Primary School

Remote Learning Strategy

Adopted: September 2020. Updated January 2021 Updated March 2021

For review: September 2021

UMPs - Remote Learning Offer **UPDATE from 8th March 2021**

Full Bubble Closure

Teaching and learning will continue using TEAMS with Live lessons (Zoom for Reception) for Close Reading, English and Maths. Oak Academy for Wider Curriculum and a Live 'Catch Up and Drop Everything And Read (DEAR)' session at the end of the afternoon. The 'Class Notebook' and Tapestry, will continue to be used for children to record their work and provide feedback and next steps.

Reception parents will be sent a Zoom link from the school Zoom account to use to attend the daily live sessions.

Individual Children Self Isolating – Live Stream Lessons

Classroom staff will use the class tablet to provide access via a Teams/Zoom Meeting for the pupil at home to view the live lessons. The teacher will share the PowerPoint Presentation on Teams and create a daily Class Notebook page for the learning. Support staff in the classroom will monitor the pupil working remotely, to see if they have any questions, need assistance and/or they need to unmute etc.

Live lessons will continue to take place for Close Reading, English and Maths. The school expects the pupil to attend and participate in the live lesson and undertake the independent tasks set by the teacher for further learning.

When the class are completing independent tasks, children might be asked to mute / turn their camera off. If it is a longer piece of work the 'Live stream' session may be ended, once the teacher is confident that the pupil working at home understands what they need to do and have agreed how and when the work will be handed in (this can either be via Class Notebook or the children take a photograph and emailing their work to the teacher) for feedback. Wider Curriculum work will be set using the Class Teams page using Oak Academy. The pupil working at home will be invited to the DEAR session to listen to the class story over Teams.

Reception and Year 1 will use Tapestry to set specific tasks for completion outside of the live lessons daily on Tapestry and parents will be supported and encouraged to upload work.

Introduction

From 20th March 2020 parents were asked to keep their children at home, wherever possible. Since this time, schools and all childcare providers have been providing care for a limited number of children: those who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. Schools have also been providing 'remote learning' opportunities for those children not attending school.

Following the continued reduction in infection rates across the country, the DfE announced in June 2020 that schools would be fully open to all children at the start of the new academic year in September 2020. The guidance published prior to full reopening clearly states that where a class, group or small

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number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, it is expected that schools to have the capacity to offer immediate remote education.

The purpose of the remote learning strategy is to state how facilitation of home learning will operate within Upton Meadows to meet the needs of the DfE guidelines and the NPAT Educational Guidance. The purpose of this is to ensure access to a high-quality education if they are not able to attend school for reasons related to Coronavirus.

Upton Meadows aims to ensure that home learning and learning in school offer parity, meaning that all children are in receipt of the same curriculum and no learning is lost. This is also known as Blended Learning as home and school learning are not separate and we aim for the experiences of children learning at home or in school to weave together. It is our intention to provide an effective strategy and the resources necessary for to proactively support all children who are not able to attend school due to circumstances related to COVID-19.

The curriculum for Remote Learning will closely match that taught in school so that all children continue to make progress in their learning whether accessing in-school or remotely. They will then be able to return to the classroom having kept up with subject knowledge and content. Please see the NPAT Long-term Maps for links to Oak Academy that mirrors the school's curriculum. These can be found in the Remote Learning channel in the UMPS Staff Area of Teams.

The Lead for Remote Learning is: Vicky Palmer (Deputy Headteacher)

Roles and Responsibilities

Headteacher and SLT	<ul style="list-style-type: none"> - Ensure that there is a strategic plan in place for Remote Learning that effectively impacts children's learning. - Ensure that staff are supported with training and the resources needed to fulfil their role in Remote Learning. - Door-step visits when required.
Governors	<ul style="list-style-type: none"> - Monitor the delivery and effectiveness of the Blended and Remote Learning Strategy - Monitor the provision of staff training - Work with the Headteacher to ensure the school has the resources needed to fulfil the requirements of Blended and Remote Learning
Remote Learning Lead	<ul style="list-style-type: none"> - Track and ensure every child who is absent and requires Remote Learning has access and appropriate arrangements in place. - Monitor Remote Learning curriculum provision across the school. - Ensure that communication with parents is taking place to ensure that children are engaging in Remote Learning. - Ensure that praise and reward of children is taking place. - Engage with NPAT Remote Learning Lead Team.

Class Teachers	<ul style="list-style-type: none"> - Equip the children with the skills and knowledge to confidently access Office 365. - Ensure learning is set online for every day of a child's absence. - Provide hard copy versions of the work to the office for easy copying and distribution if needed – all avenues of support for online learning should be explored in details before hard copy is given. - Respond to any request for support made with the online platform via the email sent from the office/absence spreadsheet as soon as reasonably possible on the first day of absence. - Support and mark every child's Remote Learning work in-line with agreed expectations. - Ensure that contact is made with parents via phone following the first day that a child does not access learning from home. Record contact/attempted contact on 'Class Contact Sheet' on Teams. - Monitor and record engagement with remote learning. - Feedback to Remote Learning Lead/SLT if there are concerns or they require support. - Report any safeguarding concerns that arise using MyConcern.
HLTAs/P.E and Sport Lead	<ul style="list-style-type: none"> - Ensure learning for subjects taught is provided to class teachers or uploaded directly into the Class Teams. - Ensure feedback is given as appropriate.
Teaching Assistants	<ul style="list-style-type: none"> - Support teachers to collate items for the Remote Learning Packs. - Support teachers to make contact with children in the class via phone calls or Teams. - Support teachers to provide feedback to children. - Complete interventions with children who require additional support to learn the skills and knowledge required to access Office 365. - Where appropriate, liaise with the SENCO and/or Pastoral Lead and/or Class Teacher regarding any specific remote work that needs undertaking for identified children with additional needs.
Office Staff/Pastoral Team	<ul style="list-style-type: none"> - Monitor absence and follow up reasons for absence with families. - Communicate those who are absent due to COVID-19 to SLT via the Whole School COVID absence tracker on 'Teams'. - Email class teacher, Remote Learning Lead and Pastoral Team so that they are aware of who is absent due to COVID-19, including advising if hard copy packs are required. - Support with door-step visits to deliver packs when required. - Maintain additional communications with families, based on the tiered safeguarding communication strategy.

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Curriculum Offer – what to expect in the event of a bubble closure/local or national lockdown

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. Core subjects of English and Maths will be taught via live-stream lessons and content will be the same for children learning remotely as children in school. Foundation subjects will be provided using the Oak National Academy resources and you will be signposted to the correct unit and lesson for each subject for each day. Phonics sessions will be via the Ruth Miskin 'Read Write Inc' portal resources and you will be sent a short series of links to watch each day that are appropriate to your child's needs.

If you are notified of the closure the evening before, your child will be invited to a 9.15am Teams call via their Microsoft 365 account. If it is a morning closure, the first call will be scheduled for 11am. From then our remote learning offer will begin as outlined below 'Expectations for Remote Learning'. At the point of notification, parents will be asked to inform the school if a device or any other resources are needed and this will be actioned immediately.

Online Platform

Microsoft Teams – Y1-Y6:

Each class (from Y1-6) will have a Class 'Team' set up on Office 365 with a class notebook to use within it.

A 'Parent Guide' to using Teams and/or Tapestry will be sent home electronically and hard copy and all parents will have their children's email address and passwords resent to them. The office holds a copy of all passwords in the event of a parent needing support.

It is essential that children become used to the online platforms whilst working in school with the support of school staff and also that staff and pupils are able to 'blend' learning successfully where individuals or small groups are absent from school for COVID reasons.

In Y2-6, teachers will begin to utilise Teams during lessons where appropriate to encourage collaborative learning via this platform even when pupils are together in the classroom. Staff will also be encouraged to explore aspects of the Oak National Academy during lessons so that children are familiar with the platform and format in case of needing to access it from home.

At least one item of weekly homework will be set using the Class Team Notebook within the Class team. This may be completed on paper with photographs taken and emailed to teachers or using the online forum. Y6 will also use SATS Companion for the setting of homework tasks. EYFS and Y1 will utilise Tapestry for the setting of online homework tasks and will also make use of the Ruth Miskin Virtual Classroom resources to set weekly phonics homework.

Y1 will use Tapestry to set specific tasks for completion outside of the live lessons daily on Tapestry and parents will be supported and encouraged to upload photographs and/or videos of their children. Weekly homework will be set using Tapestry to encourage regular use of the platform.

Zoom/Tapestry – EYFS:

EYFS parents will be sent a Zoom link from the school Zoom account to use to attend the daily live sessions. In the event of remote learning being needed for EYFS, staff will set specific tasks daily on Tapestry and parents will be supported and encouraged to upload photographs and/or videos of their children.

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Accessibility

Following an analysis of our parental survey on access to technology in June 2020, further work has been undertaken to identify families where accessibility may be a challenge: this has been aided by the setting of homework online as we have been able to explore reasons for non-completion with parents and children ahead of it being needed for COVID-reasons. We are therefore aware of most families where a device(s) or data cards/routers/dongles will be required and have expanded our hardware capacity to be able to support this demand.

The notification of closure email will contain a link where parents can request a school device. Where possible parents will be asked to collect the devices as early as they can on the first day of closure. Where this isn't possible, school staff will deliver devices to homes at the earliest opportunity. School will also proactively contact families where we believe there is a need.

We believe we have the capacity to support the large majority of families where support is needed. All enquiries should be directed the school office in the first instance – 01604 683850.

Hard Copy of Remote Learning

Paper copies of work to support remote learning will be provided if necessary and class teachers will be responsible for providing master packs to the office so that they are ready to be copied if needed. Arrangements for collection and delivery of these packs will be dependent on specific circumstances. Children completing paper copies of work will be encouraged to take photographs of work completed and email it to their teachers daily. Basic stationery will also be provided if necessary, along with an exercise book to work in.

Expectations for Remote Learning

Expectations for Children (and Parents):

We recognise that for some parents remote learning will present some significant challenges, particularly where there are several children at home and parents may also be trying to work from home. However, it is essential that parents ensure that there is enough time in the day for children to be supported to complete their daily curriculum offer every day that they are not at school as long as they are well enough to do so. Where a child is unwell and would not normally have attended school, we do not expect learning to be completed – if this is the case, parents are expected to contact school in usual way to report their child's absence from live lessons.

We do hope that the large majority of our children will be able to work within the daily structures outlined below and hope that parents will be able to support with this, however we are aiming to offer flexibility with our remote learning offer, which is why we offer a blended approach of live lessons and independent directed work. Our live lessons are also recorded and stored in class teams so that they can be accessed at a different time of the day if needed. It is expected that this flexibility will mean that all children can complete all daily activities set.

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Our Daily Curriculum Offer:

EYFS	<ul style="list-style-type: none"> Personalised phonics link (Ruth Miskin Virtual Classroom) (10-15min clips) Daily Reading with a parent (10-15mins) 9.15am-10.30am Registration and English, including Kinetic Letters (<i>live lesson on Zoom</i>) 11.00am-11.50am Maths (<i>live lesson on Zoom</i>)* 1:00pm-2.30pm Directed tasks (found on Tapestry) – may include a link to an Oak National Academy lesson 2.30pm – story time with class teacher (Mon, Weds, Thurs – <i>live on Zoom</i>) 1x live mandatory P.E. session (Tuesday 2.30pm - <i>live on Zoom</i>) + daily physical activity (set by P.E. and Sport Lead) (varying lengths) Whole school Celebration Assembly (Friday 2.30pm – <i>live on Zoom</i>) <p>SEND/Emotional Wellbeing Support will be offered in addition to our daily curriculum offer where there is an identified need.</p>
Y1	<ul style="list-style-type: none"> Personalised phonics link (Ruth Miskin Virtual Classroom) (10-15min clips) Daily reading with a parent (10-15mins) 9.15am-10.30am Registration and English, including Kinetic Letters (<i>live lesson on Teams</i>) 11.00am-12.00pm Maths (<i>live lesson on Teams</i>)* 1.00pm-2.30pm - a directed wider curriculum subject (found on Tapestry and usually using Oak National Academy resources) per day (Science/Geography or History/Art or DT/R.E./Music or Computing) 2.30pm – story time with class teacher (Mon, Weds, Thurs – <i>live on Teams</i>) 1x live mandatory P.E. session (Tuesday 2.30pm – <i>live on Zoom</i>) + daily physical activity (set by P.E. and Sport Lead) (varying lengths) Whole school Celebration Assembly (Friday 2.30pm – <i>live on Zoom</i>) <p>SEND/Emotional Wellbeing Support will be offered in addition to our daily curriculum offer where there is an identified need.</p>
Y2-6	<ul style="list-style-type: none"> Personalised phonics link (Y2 and some Y3) (Ruth Miskin Virtual Classroom) or spelling activity (10-15 min clips) Daily reading with a parent/independently (15-20mins) 9.15am-10.30am Registration and English, including Kinetic Letters (<i>live lesson on Teams</i>) 11.00am-12.00pm Maths (<i>live lesson on Teams</i>)* 1.00pm-2.30pm - a directed wider curriculum subject (found on class notebook and usually using Oak National Academy resources) per day (Science/Geography or History/Art or DT/R.E./Music or Computing) 2.30pm – story time with class teacher (Mon, Tues, Thurs – <i>live on Teams</i>) 1x live mandatory P.E. session (Wednesday 2.30pm – <i>live on Zoom</i>) + daily physical activity (set by P.E. and Sport Lead) (varying lengths) Whole school Celebration Assembly (Friday 2.30pm – <i>live on Zoom</i>) Y3-6 access to the home learning section of <i>Language Angels</i> for French activities (access by choice) <p>SEND/Emotional Wellbeing Support will be offered in addition to our daily curriculum offer where there is an identified need.</p>

*Teachers will use the last 10 minutes of the Maths lesson to explain the afternoon's learning and to show children where to find it.

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Monitoring of Engagement

Registers will be taken at both of the live morning sessions and sent to the school office for retention. The school office will follow up on any unexplained absence from the Registration session in-line with our usual attendance procedures. Teachers will monitor the submission of work daily and contact parents via phone or email where there are concerns – this may be up-levelled to Phase Leaders or the Headteacher where there are repeated concerns. Contact registers for each class will be maintained by all staff in the UMPS staff 'Team' – this will record where children have been contacted by any member of school staff, e.g. pastoral/wellbeing calls (also logged on MyConcern). The Remote Learning Lead will maintain an overview of these.

Expectations for Staff:

	Setting of Work	Feedback
One or a small group of child are absent from their bubble	<p>Grids for English, Maths and Phonics subjects will be pre-loaded weekly</p> <p>Grids for Foundation subjects will be pre-loaded termly – children to access on a needs basis</p> <p>Daily physical activities will be set by the P.E. and Sport Lead</p> <p>Children will join the class virtually twice a day (as a minimum) for the register in the morning and the DEAR session</p>	<p>Not required for short-term absence of 2/3 days (e.g. related to testing/awaiting results). Work will be acknowledged when child returns to school.</p> <p>For longer-term (i.e. more than 3 days), direct, individualised feedback once a week</p>
The children within a bubble are all absent or the whole school is closed/national lockdown	<p>Live lessons for English and Maths every day as detailed above.</p> <p>Grids for Foundation subjects will be pre-loaded termly and available.</p> <p>Daily physical activities will be set by the P.E. and Sport Lead and there will be a mandatory live P.E. session once a week</p> <p>'DEAR' storytime session 3x a week</p> <p>Celebration Assembly – Friday pm</p>	<p><i>It is expected that all staff not working in school with KVV children will be available via email between the core hours of 8.30am and 3.30pm.</i></p> <p>Children will receive feedback daily in a variety of forms</p> <ul style="list-style-type: none"> • Teacher comments – both written and verbal at the point of teaching during live lessons • Virtual stickers • Quizzes set by teachers in Teams • Quizzes set on the Oak National website at the end of lessons • Further lessons addressing misconceptions and giving further practice

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The setting of work will ordinarily be shared between teams with different teachers taking on responsibility for different subject areas. Where a teacher is too ill or is struggling to work from home all reasonable steps will be made to provide an effective cover solution for this in the same way as would be provided if a teacher were absent from school.

Marking and Feedback

Feedback will be given to children as laid out in the 'expectations for staff' section above.

Live lessons will provide opportunity for feedback at the point of learning. The expectation from school leaders is that providing other forms of feedback would not take longer than marking a child's book if they were in class. Quizzes and Assignments are functions in Teams that allow staff to set work and also set the marking criteria. This means that children will have work marked on occasions with instant feedback.

Remote Learning Leads will monitor to ensure that all children receive feedback.

Supporting Children with SEND

If staff require support with setting Remote Learning work for children with identified SEND they should contact the Inclusion Lead. There should be a continued focus on children making progress while at home. Our children still require high expectations of their learning while at home and on each child achieving their targets, whether the target is Greater Depth, Age Related Expected or specific SEND targets. As with children in school, work for children at home will need to be differentiated and appropriate to their ability. All books sent home should also be well matched to a child's learning needs.

Children with specific SEND targets, e.g. Speech and Language, will require work to support these targets. Staff will be supported with this by the Inclusion Lead and specialist Teaching Assistants, who may also be able to offer virtual one-to-one sessions.

Children who have an EHCP will need to continue to work toward the targets set out in their plan. Support staff who work 1:1 with these children will, where possible, have a daily check in via phone call or video call to provide additional support for the child's learning and for parents. They will work closely with the Inclusion Lead and class teachers to ensure that the provision outlined in the EHCP is as closely met as possible in a remote learning scenario. The Inclusion Lead will communicate appropriately with the NCC EHCP Team to keep them informed of the provision being made.

Supporting Children with EAL

Google Translate offers flexible ways in which children and parents can translate into their home language. Children will be given teaching on how to use this tool in school. The Google Translate App can be held over a text in a book and it will translate the text to the language selected. This is an ideal support for parents and children when using school textbooks.

Internet Explorer offers the ability to convert a page to immersive reader. This then can be changed easily to another language and even offers to read the text in the child's language to them. This is particularly useful for younger children or those who are new to English.

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All letters and parent guides will be provided in the family's main spoken language where it would assist the family in understanding Remote Learning expectations and support. The school will seek to support parents of younger children with all these strategies. Children will be given opportunities to learn how to translate texts in school.

Online Safety

It is essential that 'safe' online behaviours are re-taught to the children as early as possible in the Autumn term and these are revisited with them regularly. Children should be taught explicitly what to do if they see something online that worries them or makes them feel unsafe.

Children will also be explicitly taught/reminded of appropriate behaviours in online chat threads and any live video chat and/or lessons.

The following documentation is available for staff and/or parents:

- Acceptable Use (e-safety) policy
- Safeguarding & Child Protection Policy + COVID Safeguarding Addendum
- NPAT Virtual Learning Guidance

There are also several useful online safety links available on the 'E-Safety Safeguarding' and 'Remote Learning' pages on our school website www.uptonmeadowsprimary.org.uk

Wellbeing/Pastoral Support

Our daily curriculum offer includes the opportunity to login to a live registration and story times with teacher in the class which will allow the opportunity for children to maintain a connection with their class. Where individuals or small groups are isolating for longer periods of time it may be appropriate to facilitate break-time chats with friends every couple of days – these would be supervised by school staff. Our tiered communication strategy also allows for regular phone call and email check in with parents and children.

Long-term absence

There may be situations where a child may be absent from school for extended periods of time. At Upton Meadows, the community and the well-being of all our students is of vital importance. To support a child who is engaged in longer periods of absence we will seek to involve them in school routines where appropriate. This may include logging onto live streams of certain lessons such as Kinetic Letters or PSHE where discussions are taking place and also working collaboratively through Teams on shared documents. As outlined in our offer, the registration and DEAR session each day will also take place live and provide an opportunity to regularly join the class more informally.

Supporting Pupils' Social, Emotional, Mental Health

The Pastoral Team will be responsible for contacting external agencies for children and/or families who are struggling with mental health during this time. They will also maintain strong communication links with families through regular welfare checks as set out in the Attendance and Safeguarding Addendums.

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Where a child is struggling emotionally and additional support would benefit a child's wellbeing, a referral will be made to our pastoral team as usual and an ELSA will be assigned specifically to that child. They will have allocated time online for conversations to support learning or conversations and wellbeing intervention activities. For children who will be absent for a period of time exceeding three weeks, this will be allocated as a standard offer for the family.

Opportunities to have time talking with friends during break times may be used via live streaming. A staff member will be required to monitor these session at all times.

In the event of a bubble closure or more widespread lockdown, staff will revert to the tiered communication with families as used previously and set out in the Attendance Addendum.

Safeguarding

Staff will continue to raise safeguarding concerns in the same way as always via MyConcern and also by speaking to any of the DSLs in school or over the phone for advice. Our COVID-19 Safeguarding Addendum will remain in operation at all levels of potential closure.