

# St James' Church of England Junior School

## Remote Curriculum Policy during School Closure

### – v5 January 2021



#### INTRODUCTION TO REMOTE LEARNING

The government has given clear expectations to schools in the event of a local lockdown or a bubble closure. Schools are required to:

- Set assignments so that pupils have **meaningful and ambitious** work each day, in a number of different subjects.
- 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 practiced in each subject.
- Provide frequent and clear explanations of learning, 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, with clear expectations of how frequently teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising previous learning or simplifying expectations 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.**

#### Points to Note:

- *Please read this guide alongside the Online Safety Policy and Procedures – Covid 19 Addendum (September 2020)\*, and our Full Opening Schools Covid-19 Risk Assessment.*
- *This guidance applies in the event of a partial school closure, or a whole school closure, in response to COVID-19. **PLEASE NOTE THAT, AS OF 22<sup>nd</sup> OCTOBER, WE ARE LEGALLY OBLIGED TO PROVIDE A BALANCED CURRICULUM, REMOTELY, IN THE EVENT OF A PARTIAL CLOSURE OR A WIDER LOCKDOWN.***

#### Aim

This policy is aimed to provide guidance and clarity to staff on the temporary measures needed in this time of school closing due to the Covid-19 virus.

Our ultimate aim is to provide a manageable way of providing the best possible support to our students and their families during this difficult time.

#### Seesaw

##### Expectations for Daily Uploads

- 1 English Task (marked)
- 1 Maths Task (marked)
- Staff are encouraged to use resources that are widely used during normal school time: Literacy Shed Animations, Literacy Shed planning tools, Classroom Secrets (grammar), Developing Experts and White Rose Maths. BBC Bitesize and Oakhurst Academy resources will also be looked at to see if they can be of use.

- Tasks should now be set at 8am and returned back to teacher at 2pm. This allows more much time for parents to balance their own workloads while still allowing time for teachers to mark it.
- Instructions should be as 'Parent/Child' friendly as possible and every effort should be taken to make the instructions clear, concise and accessible.
- Staff are encouraged to have work marked before 4pm, though as long as feedback is shared before the next day, then this is equally okay.

### **Expectations weekly**

In addition to daily maths and English, teachers will also set:

- a weekly activity linked to their chosen topic and science for that half term.
- A set of spellings to work on and test weekly – tested on Friday, set on Monday
- A short RE activity (no more than 10 minutes)
- Staff will also encourage engagement with reading through children's selection of library books and Epic! Platform.
- Additional PE activities will be offered to give children opportunities for physical activity.

### **Marking and assessment**

- All work should be marked. This is encouraged to be done before 4pm, but as long as it is ready for the next day, then this is also fine.
- Marking can be in various forms: verbal, written, 'liked'.
- The length and quality of feedback should be reflective to the task or the amount of effort put into the topic. i.e.
  - i) A lengthy history topic should not just have 'Well done'. More detail is needed.
  - ii) A simple grammar exercise doesn't need lengthy verbal feedback, ticks with general comments will suffice.
  - iii) Photos of spelling tests need very little marking. A 'like' or well done will suffice.
- Work should always be marked by teacher and both 'self-marking' or providing answer sheets should be avoided during this time. It is important that parents continue to see that we are actively looking at each piece of work submitted.
- Spellings marked by class teacher
- RE, Science and Topic work marked by class teacher or appropriate teacher covering class for that day.

### **Supporting parents who are stuck**

Staff will now share a 2-tiered approach to expectations depending on the difficulty of the maths task e.g All should attempt Q1-6. For those wanting an extra challenge, have a go at Q7-10.

Uppers will now provide parents with a link to the answers to help with work.

Parents are encouraged to submit partially completed work with explanations of difficulty at the earliest opportunity to allow teacher to look over it. They may be able to diagnose the difficulty and offer support in time for the child to look at it again and resubmit before the deadline.

### **Non-engagement**

It is difficult to have one procedure for all families that are not engaging at the moment as there may be a wide number of reasons why work is not completed.

Staff will aim to speak to all children via whole-class zooms on a weekly/fortnightly basis to check with how they are doing. Identified vulnerable families will be contacted via telephone at an agreed frequency with DSL/HT.

Vulnerable/Low Engagers/ SEND will be spoken to at the start of lockdown and a place directly offered to them to support in their learning. Half-days can also be offered to encourage children to attend. Such children will be able to work with TAs to avoid further falling behind.

**The headteacher will speak to both Assistant heads about families who are not engaging every Thursday. If you have concerns pass on to Kathryn or Sam. In most cases, a supportive conversation between teacher and parent should identify the problem and hopefully a solution.**

## **SEND & Vulnerable Children**

Every step possible will be taken to support our SEND & Children. So far we have:

- Loaned out technology and other stationary equipment to homes who don't have adequate tech to access Seesaw
- Offered a traditional paper-based approach to families not wishing to follow the Seesaw curriculum
- Encouraged our SEND families to contact us if they are finding the work tricky through school email
- SENDCO has spoken to SEND families and offered advice and support.

Now that we have this identified group of SEND/Low Engagers/Vulnerable; every effort will be given to encourage them in joining us in school during this lockdown so to support their learning. SLT will work closely in providing opportunities for those families of SEND/Low Engagers/Vulnerable not wishing to take up a place based on health reasons.

## **Celebration**

Starting of next week, each teacher should upload a gallery of achievement called the Penny in the Jar Gallery. This should be a sample of improving and high-quality work. Work should be anonymous with the caption. Can you see your work in the gallery? Teachers may also wish to include a positive summary of the weeks work. The office will also send out the usual communications at the end of the week asking for pupils of the week and reasons. The HT will video a celebration assembly using these names and provide a Youtube link that can be posted on Seesaw every Friday. The office will also be able to send home an emailed celebration letter to the parents as is the usual weekly routine.

## **Other information sharing**

The school will continue to send weekly letters and texts out to update parents during this time. The weekly newsletter will be replaced with this form of communication for now.

## **Moving forward**

Head teacher will meet with both Assistant Heads every Thursday and review this policy. In order to achieve a consistent approach across school, Assistant Heads will log on to each other's account to review successes. Amendments will be shared with staff on Friday, and assistant heads will use this guidance in helping shape the approach in both upper and lower school planning teams.

## **ROLES AND RESPONSIBILITIES:**

### **Governing Body:**

- Monitor the school's approach to the provision of remote learning to ensure that it is high quality and meets the needs of all our pupils and families.
- Ensure that we consistently meet our statutory obligations with regards to safeguarding and data protection.

### **Senior Leadership Team:**

- Create, adapt and distribute the school's Remote Learning Plan.
- Ensure that there are systems in place to identifying, evaluating and managing the risks associated with remote learning.
- Establish clear channels of communication between school staff and families that support remote learning.
- Support school staff in the delivery of remote learning and ensuring that they have access to any training that is needed.
- Monitor the quality of and response to remote learning opportunities.
- Address parent's concerns if they arise.
- Provide guidance and tutorials for parents in the use of the school's learning platform.
- Ensure that staff have access to the technology required and resources they need to deliver remote learning.
- Keep abreast of changes and developments to ensure that we are providing the most effective remote learning possible.
- Ensure that all staff, parents and pupils are aware of the data protection principles as outlined in the GDPR.

### **Office Admin Team:**

- Ensure that subscriptions to online learning resources and our learning platform remain up to date.
- Ensure value for money when purchasing resources to support remote learning.

### **Teaching Staff:**

- Respond to all communication from pupils and parents on a daily basis – this will require you to check Seesaw, and also any communications sent in for help. If you see a message that is for another member of staff, please alert them to it immediately, so that it can be responded to in a timely manner.
- Keep a record of attendance based on a pupil's participation in remote learning. Seesaw journals do this for us.
- Plan and communicate a **daily** remote learning programme.
- Provide feedback on activities and tasks completed.
- Record any safeguarding concerns through DSL.
- In the event of teaching staff sickness, cover teachers in the same Year Group setting.

### **Teaching Assistants/STAs/HLTAs:**

- In the event of full closure:
- HLTAs will manage the classrooms of keyworkers/vulnerable.
- HLTAs/STAs/TAs will support the children in school in accessing their remote curriculum.

- HLTAs/STAs/TAs will offer additional curriculum opportunities in the classroom if Seesaw work has been completed. Ideas and resources can be offered by SLT.
- In the event of staff absence, STAs/TAs will support the marking of Seesaw work.
- HLTAs/STAs/TAs/Qualified First-Aiders, alongside MDS will supervise recreation times and provide first aid where necessary.

#### **Subject Leaders:**

- Support teachers in developing and delivering a curriculum that can accommodate remote learning, considering any aspects, which may need to be changed.
- Monitor the curriculum being delivered to ensure it is appropriate and consistent.

#### **SENDCo:**

- Ensure that pupils with EHCPs continue to have their needs met during periods of remote learning.
- Make reasonable adjustments to our remote learning plan for pupils with EHCPs to reflect their needs.
- Provide appropriate advice and activities for pupils with and EHCP in collaboration with the Class Teacher.
- Make telephone contact with children on EHCPs and vulnerable children at least fortnightly.

#### **Designated Safeguarding Lead:**

- Liaise with classroom staff to identify pupils who may be vulnerable during a period of home learning.
- Ensure that Child Protection Plans continue to be enforced, attending and/or arranging meetings as appropriate.
- Signpost families to additional services that may be required to support the wellbeing of pupils during periods of remote learning.

#### **Parents:**

- Provide a suitable place in the home for your child to work that is appropriate to their age.
- Establish a routine with your child so that they know what to expect each day. Build in breaks and time for exercise.
- Provide the necessary resources for your child to complete tasks – **please contact school if you need help providing these.**
- **Support your child in accessing remote learning via Seesaw.**
- Ask your child's Class Teacher for help if needed. Staff will be happy to telephone or email to provide support.

#### **Pupils:**

- Complete all tasks and activities by the deadline set.

#### **Procedures in the event of the implementation of remote learning:**

- In the event of a local lockdown requiring pupils to stay at home, or closure of a school bubble due to a confirmed positive case, parents will be informed via text and through an email straight away. This will give the date that remote learning will commence, which will usually be the day immediately following the closure.
- In the event that your child is displaying one or more symptoms of Covid-19 and/or is awaiting a test result, please inform us of this **immediately**. We will then consider whether remote learning is appropriate and, if it is, you will be provided with further

details. **Your child will not be expected to complete home learning tasks if they are feeling unwell.**