

The Federation of Burrington and Wrington Church Schools

'Let all that you do be done in love' 1 Corinthians 16:14

Our vision is for our school community to nurture compassion, integrity, curiosity, wisdom and a lifelong love of learning, founded on Christian values, as we grow and flourish together.

Remote Learning Strategy

Date of last update:
29th September 2020
2 nd Nov 2020
10 th January 2021

Structures, systems and procedures have been put in place, so that in the event of a family having to self isolate, a year group self-isolation, or national/ local lockdown requiring pupils to remain at home, we can offer effective remote education.

This document should be read in conjunction with

- Burrington and Wrington Church of England Primary Schools Risk Assessments for Whole School Opening (09/20 and updates),
- The Government Guidance for Full Opening (Updated regularly)
- Federation Staff Code of Conduct (09/20),
- Guidance for safer working practice for those working with children and young people (04/20).
- Safeguarding policy with COVID Addendum

Research and Rationale:

In preparing this remote learning plan, we have:

- underpinned this strategy with our core values, ethos and mission;
- evaluated the experiences of remote learning in lockdown through considering feedback from stakeholders and best practice to refine our current and future offer;
- considered the need to be flexible in our approach to tailor our offer to different individual and family circumstances where possible to enable all children to flourish;
- sought to consider the aim of learning to encompass academic, emotional, spiritual and pastoral elements;
- recognised the need to replicate in virtual form the values of our schools through the methods of remote learning adopted;
- used a curriculum sequence that allows access to high-quality online and offline resources and teaching videos as well as live lessons as appropriate that is linked to the school's curriculum expectations;
- given access to high quality remote education resources;
- selected the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback as well as excitement in learning;
- considered the importance of staff training in their use;

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- continued with our commitment to specialist provision (e.g. RE, Future Stars) where possible;
- provided printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
- considered additional provision for families to borrow IT equipment
- recognised that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so our Federation schools will work with families to deliver a broad and ambitious curriculum for all.

We will:

- enable curriculum leaders to continue support and guide colleagues.
- continue to provide Planning, Preparation and Assessment (PPA) time for staff although the timetable for this may be subject to change

When teaching pupils remotely, we will:

- provide learning opportunities for pupils to have meaningful and ambitious work each day in a broad range of different subjects (including daily English and Maths)
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be learnt and practised in each subject;
- provide frequent, clear explanations of new content, (through appropriate access to a 'live' lesson or through high-quality curriculum resources or videos)
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check / feedback on work;
- enable teachers to 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;
- include specialist provision where possible in line with our normal practice;
- plan a programme that is of equivalent length to the core teaching pupils would receive in school (in association with government remote daily learning expectations of 3 hours for KS1 and 4 hours KS2), with the aim of including daily supportive and meaningful interaction with teachers.

Following the guidance for safer working practice, we have reviewed our online safety policy and acceptable user protocols to ensure that all online teaching adheres to an appropriate level of security. Throughout Lockdown in March 2020, staff provided consistent, well-sequenced learning with individual feedback for pupils through response to work posted via class emails (and the online Tapestry platform for Reception) and through telephone conversations. We also offered online Zoom whole school worship, regular Class teacher and Headteacher Parentmail letters to both children and parents, and class 'keeping in touch' time (Zoom), to support emotional well-being. The website was used to celebrate children's learning (e.g. whole school challenges) to inspire and motivate.

We have considered issues such as safeguarding, accessibility, workload, mental health and wellbeing, as well as evaluating the merits of each platform available and will be adopting a

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blended approach incorporating a range of remote education options working in close partnership with families. This is a different approach to one used during the initial lockdown when there was an increased focus on thematic learning projects with a range of activities provided fortnightly (via a federation drop box) and live interaction for PHSE and worship.

Our blended approach from Sept 2020 will include (as appropriate):

- access to recorded teaching
- online live lessons (or part thereof)
- written instructions
- a range of materials including textbooks or instructional worksheets/activity sheets
- online activities (such as website tasks/games)

We will be constantly reviewing our methods and getting feedback from families to refine and improve our remote learning offer.

The Federation of Burrington and Wrington Church Schools' Plan for Remote Education and Home Learning

We recognise there are a number of different circumstances in which a child may need to access remote learning and these may require slightly different remote approaches:

- A whole class 'pod' or 'bubble' having to self-isolate;
- A full school closure;
- An individual child having to self-isolate for a short period of time awaiting results from a close contact who has had a Covid test;
- An individual child having to self-isolate for 14 days following a close contact having a confirmed case (when the remaining class are in school).

During whole school lockdown, a new curriculum was developed with a fortnightly theme so families could focus on the same topic (with differentiated activities), including family challenges. We have now returned to our previous curriculum model; however, we are currently reviewing our Federation curriculum, inspired by some of the benefits of this whole school thematic approach.

We are in the process of all children having access to TEAMS as a remote learning platform, particularly in relation to accessing 'live' lessons as an alternative to Zoom. We have accessed the government funding for remote learning (Microsoft 365 education); however, we will be using ClassDojo as our main means of communication for KS1 and 2 and Tapestry for Reception (and nursery where applicable) due to its child-friendly format and integration into our school practice.

In the case of an individual child having to self-isolate, when they are first unable to attend school (but they are well), they will be given a day's worth of appropriate learning. This will be emailed by the school office. This will enable the school to organise the most appropriate remote education for the following day based on the family circumstances. Parents should

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return the form 'Remote Learning Information for school' which you will be given at the time.

ClassDojo

ClassDojo is used across the federation. If a year group 'bubble' or the whole school community is required to self-isolate / quarantine, we will use ClassDojo as our primary route of information and learning for all pupils in Years 1-6. Tapestry will continue to be the platform used by children in Reception.

Learning methods

We will use a mixture of pre-recorded contact/lessons (as appropriate) from the class teacher which introduce carefully planned sequences of work, alongside the existing online resources of the Oak Academy and other established websites. This will supplement online 'live lessons'

We are mindful of the risks and challenges associated with 'live' lessons. These include:

- the potential safeguarding risks surrounding our inability to control what is seen or heard through live lessons;
- the inaccessibility of lessons in 'real time' for some pupils, particularly where the family owns only one device to receive the lessons (digital devices will be provided by the government for disadvantaged pupils from Years 3-6);
- the success of our whole school community (particularly children and /or parents) to use platforms confidently such as Microsoft Teams;
- filters within pupil homes may be set at a different level from that of an educational establishment;
- families may have personal or contextual circumstances which may make engagement with online live lessons challenging and unwelcome;
- the complexity and effectiveness of managing a blended approach with real and online teaching happening simultaneously (when a single, self-isolating child only may be accessing online learning).

We also recognise the benefits of live lessons. These include:

- connection with fellow peers – a sense of community;
- the increased engagement of pupils in learning (from feedback);
- access to the teacher's actual teaching of the class;
- opportunity for meaningful and immediate feedback;
- safeguarding benefit of a teacher being able to check in with a child;
- the ability to be responsive to a child's learning needs;
- mitigating a child's sense of isolation at home;
- maintain the sense of pace of learning at school and home (in parallel with peers).

As before, we will continue to have online worship and other connection opportunities to support child well-being.

Daily/Weekly Routine

Each morning (or the evening before), children will receive an outline of the work set for the day which makes connections with prior and future learning. Videos of up to 8 minutes can

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be posted directly onto ClassDojo, and for slightly longer (15 minute) videos, a closed YouTube channel can be used.

There will be one live register/check in each day which may also include a live lesson (or part thereof) taught directly by the teacher. Further lessons will be recorded (either by the classteacher or a published lesson e.g. White Rose Maths) to allow timetable flexibility with adults who may be supporting at home and home working. In the event of an individual child at home self-isolating (not a full lockdown), further live lessons throughout the day may be accessed, depending on circumstances.

Children will be expected to complete daily English and maths activities, along with tasks from at least one other curricular area. Over the week/ fortnight, a broad range of work across the full range of curriculum areas will be covered. Children will be expected to complete a similar amount of formal work to that usually required in school (KS1 - 3 hours per day; Key Stage 2 - 4 hours per day). There will be an expectation that children undertake daily exercise and reading as well as enjoying some relaxation time.

ClassDojo will be used for staff to post tasks and accompanying worksheets for pupils. The portfolio section will also be used for pupils to upload their finished work, videos and photographs of their achievements. There are many features to ClassDojo, including the ability to upload worksheets that pupils can complete digitally. Teachers can provide feedback on individual work, giving appropriate support and guidance as well as rewards for success. There will also be links to our school website and other useful high quality online resources.

In the event of a full lockdown, we will endeavour to retain the essence of the experience of attending the Federation of Burrington and Wrigton Church Schools through access to 'wow' days, virtual trips and visitors, specialist curriculum provision such as instrumental lessons or chess, as well as special events (e.g. school concerts, sporting challenges, competitions, etc.). Daily collective worship will also take place including a Federation service led by the headteacher, whole school worship led by SLT, class services led by teachers or children and a celebration service in which children's learning and the school values are recognised and celebrated. Our services will involve clergy and lay people from the community, staff and children. Parents will also be able to join as appropriate.

The Oak Academy and other Online Resources

The Oak Academy has been specially commissioned by the government and includes lessons that cover the entire National Curriculum. The curriculum also includes specialist content for pupils with SEND, including communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Staff may select these resources as part of their offer.

At The Federation of Burrington and Wrigton Church Schools, we use White Rose Maths as a basis for our mathematics planning across the school. During Lockdown in March, we provided links to the home learning units, and this will continue in any future period of school closure/year group quarantine or a single pupil self-isolating. We will continue to provide printed resources for identified pupils where necessary. In the event of a future lockdown, we will provide White Rose written workbooks for all children to complete.

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There are also many phonics, maths and other websites that children will be regularly signposted towards for additional learning (e.g. Letters and Sounds, Spelling Frame, TT RockStars).

Accessibility for All Pupils

The DfE has produced guidance to support accessibility for disadvantaged pupils in the document 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)' – August 2020:

'Devices will be available for disadvantaged children in years 3 to 11 and those in any year group who are affected by disruption to face to face education at their school, or have been advised to shield because they are clinically extremely vulnerable.

In the event of disruption to face to face education at schools due to coronavirus (COVID-19), DfE can provide support to help disadvantaged children and young people who are otherwise unable to access remote education.

Examples of this include disadvantaged children:

- with no digital devices in their household
- whose only available device is a smartphone
- with a single device in their household that's being shared with more than one other family member
- who do not have a fixed broadband connection at home'

We will seek information from our families to establish who might be in need of such support in the event of further remote learning. We will then be in a position to order the devices and distribute them as appropriate. In the event of a full lockdown, we intend to lend school devices to families as required and appropriate (terms and conditions will apply). We will also support families in accessing broadband where necessary.

Teachers will use their usual professional understanding of the pupils in their class to differentiate work and to support pupils, including SEND pupils, in their learning. Some tasks will be inappropriate for all children and alternatives will be provided.

If families do not engage with our remote education, we will continue to contact them by other means, and find out what barriers are hindering the learning opportunities of pupils. We will offer support and do what is possible to ensure that all pupils can access a high-quality curriculum, whether at school or at home.

We are developing an abbreviated version of this Plan for Remote Education Procedures, written specifically for parents/carers (see Remote Learning Parent Pamphlet).

Each class has developed two individual day learning packs to respond to an immediate need for self-isolation of an individual pupil to ensure continuity of learning.

We will continue to monitor and review our remote learning offer to ensure the highest quality of provision for all our pupils.

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Sarah Joskey
Headteacher

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Appendix to Contingency Plan for Remote Education Procedures
The Federation of Burrington and Wroughton Church Schools Primary School

Supplementary Documentation:

Gov.uk Guidance for full opening: schools

Updated 10 September 2020

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local 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 by the end of September. 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.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools 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 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 and set a clear expectation on how regularly 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 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

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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. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

The following range of resources to support schools in delivering remote education is available.

Catch-up support

Schools can spend their catch up premium on contingency planning for remote education, for example purchasing additional devices or more textbooks. The EEF Covid-19 Support Guide includes information on how to support effective remote education and access to technology.

Video lessons

From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

SEND

Oak National Academy includes specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

Digital education platforms

There's government-funded access to one of 2 free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

EdTech Demonstrator programme

This is a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme.

Laptops, tablets and 4G wireless routers

Laptops, tablets and 4G wireless routers were made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils) between May to July 2020. Local authorities and academy trusts will continue to own these devices. Following pupils returning to school in the autumn term, laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak. These will

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be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.

Wifi hotspots

In addition to 4G routers provided to local authorities and academy trusts, DfE is working in partnership with BT to offer free access to BT wifi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available.

Support on delivering remote education safely is available from:

Safe remote learning, published by SWGfL / Online safety and safeguarding, published by LGfL
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), published by DfE
Annex C of Keeping Children Safe in Education

The Federation of Burrington and Wrigton Church Schools Staff Code of Conduct

Excerpt from: Guidance for safer working practice for those working with children and young people in education settings Addendum April 2020 Safer Recruitment Consortium

Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)

Use of technology for online / virtual teaching

The narrative of section 24 from the Guidance for Safer Working Practice May 2019– ‘Photography, Videos and Other Images / Media’ remains relevant. However, there has been a sharp increase in the use of technology for remote learning since March 2020 and this addendum provides some basic guidelines for staff and school leaders.

All settings should review their online safety and acceptable use policies and amend these if necessary, ensuring that all staff involved in virtual teaching or the use of technology to contact pupils are briefed on best practice and any temporary changes to policy / procedures. When selecting a platform for online / virtual teaching, settings should satisfy themselves that the provider has an appropriate level of security. Wherever possible, staff should use school devices and contact pupils only via the pupil school email address / log in. This ensures that the setting’s filtering and monitoring software is enabled.

In deciding whether to provide virtual or online learning for pupils, senior leaders should take into account issues such as accessibility within the family home, the mental health and

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wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc. Virtual lessons should be timetabled and senior staff, DSL and / or heads of department should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents.

The following points should be considered:

- think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred
- staff and pupils should be in living / communal areas – no bedrooms
- staff and pupils should be fully dressed
- filters at a child's home may be set at a threshold which is different to the school
- resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content

This means that senior leaders should:

- review and amend their online safety and acceptable use policies to reflect the current situation
- ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them
- have clearly defined operating times for virtual learning
- consider the impact that virtual teaching may have on children and their parents/ carers / siblings
- determine whether there are alternatives to virtual teaching in 'real time' – e.g., using audio only, pre-recorded lessons, existing online resources
- be aware of the virtual learning timetable and ensure they have the capacity to join a range of lessons
- take into account any advice published by the local authority, MAP or their online safety / monitoring software provider
- adhere to their establishment's policy
- be fully dressed
- ensure that a senior member of staff is aware that the online lesson / meeting is taking place and for what purpose
- avoid one to one situations – request that a parent is present in the room for the duration, or ask a colleague or member of SLT to join the session
- only record a lesson or online meeting with a pupil where this has been agreed with the head teacher or other senior staff, and the pupil and their parent/carer have given explicit written consent to do so
- be able to justify images of pupils in their possession

This means that adults should not:

- contact pupils outside the operating times defined by senior leaders
- take or record images of pupils for their personal use

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- record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff)
- engage online while children are in a state of undress or semi-undress

It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary. Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental / pupil consent is needed and retention / storage. If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately. Staff, parent and pupil AUPs should clearly state the standards of conduct required.

If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil / parent is not able to identify the staff member's personal contact details.

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