



# Virtual Learning Policy

Date of Adoption: October 2020

## 1) Statement of intent WELLBEING

At Garden Fields JMI School we understand the need to continually deliver high quality education, including during periods of remote learning.

We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support that they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as access to educational resources, data protection, safeguarding, pupil wellbeing, online safety and to ensure consistency in the school's approach to remote learning.

## 2) This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure staff, parent, and pupil data remains secure and is not lost or misused
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning
- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble

- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils

### **3) Legal Framework: Remote Learning During the Coronavirus (COVID-19) Pandemic**

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning to ensure ongoing education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic. This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

- <https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>
- <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
- <https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

### **4) Who is the policy applicable to?**

This policy outlines expectations for whole or partial school closure, for year group or class bubbles who have to isolate, as well as individual cases. Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal
- Have had access to a test and this has returned a positive result for Covid-19

## **Individual Pupils**

Individual pupils who have been advised to self-isolate, but who are not ill themselves, will be supported on a case by case basis, and work will reflect the work being taught to the rest of the class in school. The office will notify the class teacher who will set the work for the child either via the Year Group Blog, Seesaw or by paper copy.

### **5) Best Practice**

Garden Fields JMI School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

### **6) Curriculum**

Garden Fields Primary School knows that there has been much disruption to children's education and therefore is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources, online learning including some virtual face-to-face sessions through Google Meets and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Ruth Miskin/ YouTube for Read Write Inc Phonics
- Bug Club
- My Maths
- Times Tables Rockstars
- Spelling Shed (KS2)
- Nessy

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan.

Garden Fields School values community spirit and ethos and as such, whole school curriculum projects such as the Flag Project or the ABC's of St Albans will continue to be included in the remote learning delivery.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

## **7) Flexibility**

The governors and senior leadership team at Garden Fields School are fully aware that these are exceptional times and each family is unique, because of this we will approach remote learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation
- Parent may not have access to technology and in these circumstances the school will provide the pupil with paper copies of the learning
- Teaching staff themselves may be ill and this may impact on delivery Other teachers and teaching assistants in the year group will assist but this could have an impact, particularly if there is a large outbreak amongst staff

## **8) Monitoring Engagement with Remote Education**

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement

with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and if there are circumstances that mean a child cannot engage at least partially with the remote education then the parent should email the teacher. Through this partnership, a workable solution can be found that works for that family's circumstance.

## **9) Roles and Responsibilities**

### **9a) Teachers**

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful work each day
- Deliver a planned, coherent and well-sequenced curriculum, which allows skills to be built incrementally
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked
- 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
- All provisions for remote learning will be subject to the class group's age, ability and/or any SEND
- In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly
- Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes
- In the event of longer term or whole class remote learning ensure that there are opportunities for peer and teacher interaction

## **9a i) Lesson Content**

At Garden Fields we use our Year Group Blogs and the Seesaw Learning Platform to inform parents and children about their home learning.

A Year group home-learning pack will be available for the first day of a class/bubble closure. The teacher will then communicate via the year group blog and/or the child's Seesaw account.

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work for the week in English, Maths and other subjects will be posted on the class's Seesaw account.

The expectation will be:

- Daily maths content
- Daily English content
- Daily phonics and/or spellings (Foundation Stage and Key Stage 1)
- Daily spelling lesson (Key Stage 2)
- Each day there will content for one of the foundation subjects or science (history, geography, music, computing, art)

As far as possible we will try to align virtual learning with the objectives with the 'in-school' curriculum. However, the delivery and content of lessons may need to be different to make it accessible for children when they are working remotely and therefore potentially more independently.

## **9a ii) Typical Content**

### **Maths**

The White Rose Maths scheme will be a key resource in our delivery as the videos and resources link well to the sequence of lessons being used in school. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so the home learning videos and resources can be used.

### **English**

In the event of a full or partial closure teachers will provide daily English tasks, comprising of elements of reading, writing, spelling and/or phonics or combinations of these.

## **Content for Other Subjects**

As well as English and maths, there will be a lesson provided for one other subject each day. This will follow the same schemes that are being followed in school.

### **9a iii) Contact with Teachers**

In the event of a full or partial closure, or a class/year group bubble having to isolate, teachers will hold two whole class live sessions on Google Meet: typically this would be at the start of the week and one at the end of the week, however for younger classes this may be in small groups over the week. The purpose of these will be for the class to all be in contact together as a class, for the teacher to summarise the learning for that week and for children to share work that they have done. Timings for the sessions for each class will be staggered to support families with access to only one device.

### **9a iv) Marking**

Teachers will approve work posted to Seesaw, which will count as a light mark.

Longer tasks such as writing tasks and Maths worksheets will be marked by teachers using the Seesaw platform. Any written marking will be in line with the schools marking scheme found in our staff handbook.

Verbal feedback may also be given via the child's seesaw account. We may use parent support by bullet point teacher notes where needed and we will also reopen our Year Group emails (used during Lockdown) for support. In KS2 self-assessment may be used as a follow up session.

Children may also be given marking sheets so that they can self-mark.

### **9a v) Information on Seesaw will contain:**

- All website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
- A curriculum map which details home learning for subjects other than English and maths
- Links to daily English lessons
- Links to daily Maths lessons

- Worksheets to accompany lessons will be available on Seesaw or hard copies sent out
- Staff will add these resources to Seesaw or their class blog electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper-pack')
- Teachers will respond to requests for support from families at home. Staff and parents should communicate via the year group email address

## **10) Whole staff reporting/safeguarding responsibilities**

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Reporting any safeguarding incidents to the DSL/deputy DSLs and asking for guidance as appropriate
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician
- Adhering to the Staff Code of Conduct Policy at all times

## **9c) Role of Parents/Carers**

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Garden Fields JMI School recommends that each 'school day' maintains structure
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the Year Group Email address or by contacting the school office
- We encourage parents/carers to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work.

This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration

- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work etc.). These will be discussed on a case-to-case basis

### **10) Remote teaching for staff who are self-isolating**

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by their phase leader, or the Deputy Headteacher or Headteacher and will be allocated on a case-by-case basis
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities for virtual learning. Communication and planning during this time will not be undertaken until the teacher is fit to work

### **11) Contingency planning**

- The school will open to all pupils at the start of the Autumn term 2020, in line with national and local guidance
- The school will work closely with the LA to ensure the premises is 'COVID-secure', and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website
- The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan

- The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all
- If there is not a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group

### **12) The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.**

Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

Before distributing devices, the school will ensure:

- The devices are set up to access remote education
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely
- Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process

### **13) Monitoring and review**

This policy will be reviewed on an annual basis by the headteacher, but may be reviewed earlier if guidance from the DfE changes.

**The next scheduled review date for this policy is September 2021 but may be earlier if DfE guidance changes**

## **Appendix A**

### **Possible breakdown of virtual teaching**

Teacher 1:

- Maths Seesaw lessons x 5
- x2 Maths fluency video sessions 20 min max
- Approve their class's work

Teacher 2:

- Literacy Seesaw sessions x 5
- x 2 Spelling / Phonics video session 20 mins max

Teacher 3:

- PSHE organisation for google meets
- Create a overview grid for the week
- Storytime reading: Staff video themselves reading for 5-10 mins until the end of the chapter of a class novel or a picture book in KS1.
- Approve their class's work

## **Appendix B**

### **Online Home Learning Guidelines for Parents and Carers via Google Meet**

- The Meet details will be put on the class Blog/Seesaw. The children will need to access the lesson from their Google account
- The parent or carer must make sure their child and other members of the household are aware the video call is happening,
- Staff, children and other members of the household who may be in the same room as the child must wear suitable clothing
- Devices used should be in appropriate areas, for example, not in bedrooms and where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background

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- The same expectations apply for remote teaching and conversations as normal school conduct
- Parents will need to appear on screen at the start of the lesson to confirm they give consent for their child to be part of the lesson
- Wherever possible 'live' classes will be recorded and stored on google drive so that if any issues were to arise, the video can be reviewed. They will be deleted after 2 weeks. Parents and children will be asked to confirm they are aware of this and give consent at the start of each session
- The children and parents/carers are not permitted to take pictures/record lessons
- If the teacher has any concerns about children (or other members of the household) using unsuitable language, dress, location, the lesson will be ended and concerns will be recorded and passed to the head teacher or deputy head
- Live classes will be kept to a reasonable length of time and will take place only at a point during the school day