Hexton JMI School

REMOTE LEARNING PLAN – v.2 JANUARY 2021

Introduction

Following a period of closure in Spring and Summer 2020 Hexton JMI School has developed a contingency remote learning plan, in line with DFE guidelines in the need for a further lockdown locally or nationally. Children will continue to be provided with an education remotely which is high quality and aligns as closely as possible with in-school provision.

All learning will be conducted using Purple Mash, Parentmail, Google-Classroom and Oak Academy virtual online lessons. This will allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers will also be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. The wellbeing of our children will be a priority in all communications and planned activities.

Successes from previous lockdown (March - July 2020)

Since March, the school provided an initial successful and evolving model of remote learning and school communication, which included:

- Engagement and communication with parents through phone calls, emails, Parentmail and letters home
- Using different mediums to communicate to meet the needs of all learners and family circumstances – a blend of printable, print-free, digital and non-digital learning
- Support and engagement from all staff
- All Pupil Premium and SEN children contacted regarding their home learning/learning packs etc.
- All families contacted whose children were unable to return to school
- Whole school challenges set by Senior Leadership Team
- Wide range of subjects reflected in learning opportunities
- Feedback via Purple Mash
- For some classes, the use of a class 'blog' to keep classes connected
- Best home learning occurred when explanations were succinct, clear and showed a process when needed

Improvements made since previous lockdown (following from parent, child and teacher feedback)

- **Introduction of Google Classroom across school as a virtual platform**
- **A consistent approach to remote learning expectations across classes**
- **Opportunity for regular virtual interaction between class teachers and classes**

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- **More frequent feedback to children from class teachers and other adults in school on work completed or attempted**
- **The use of modelling and demonstration to explain concepts where necessary**

Identified possible lockdown scenarios:
- Individual children who are waiting to be tested/isolating.
- A partial lockdown involving bubbles of children.
- A longer term whole school lockdown.
- Key worker/vulnerable pupils in school only.
- Short term teacher absence
- Long term teacher absence

The Need for Flexibility of Learning
- 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 as well as time to individually support all learning;
- Parents may have two or more children trying to access technology and need to prioritise the needs of children who are in key year groups involved in statutory testing, including older siblings at GCSE/A Level stages of education;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.
- An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management
We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:-
- Create a suggested weekly timetable with updated times of online learning, interactions and weekly expectations.
- Share teaching and activities with their class through the Google Classroom platform, Purple Mash and activities shared by Parentmail;
- Continue teaching in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context
- Plan a range of activities with digital and non-digital alternatives or suggestions
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through the Google Meets, class blogs and Parentmail;
- Reply to messages, set work and give feedback on activities during the normal teaching hours 8.50 am – 3:15pm;
- Acknowledge and feedback on tasks where necessary

- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development; Career and Professional Development opportunities (which may be, but not always, suggested by school)
- If unwell themselves, not be available for class responsibilities and these will be supported by the wider leadership team and other available staff members
- Contact parents and children if work is repeatedly not completed to offer support and guidance

Teaching Assistants will:-
- Support class teachers in providing learning opportunities for children
- Support class teachers in feedback to pupils when necessary and possible, via Parentmail or Google Classrooms
- Engage in other professional duties as much as circumstances allow e.g. online training as identified by school

Senior Leaders will:-
- Co-ordinate the remote learning approach across the school
- Monitor the overall effectiveness of remote learning through meetings with teachers, reviewing work set and reaching out to pupils and parents for feedback and to offer support
- Monitor the security of remote learning systems, including data protection and safeguarding considerations
- Work as a team to ensure the highest quality virtual education is provided for our children at Hexton JMI School

Designated Safeguarding Lead (DSL) will: -
- Identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning with the Deputy Designated Safeguarding Lead
- Arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Make phone calls to vulnerable pupils and parents using school phones where possible.
- Contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Meet (in person or remotely) with the Deputy DSLs or relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- Ensure that all members of staff report any safeguarding concerns to the DSL immediately.
- Encourage contact to the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns

Children will:-

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult for at least 15 minutes in KS1 and 20 minutes in KS2;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative and be able to share this on their return to school.
- Ask for help from adults at home or at school if not sure
- Be ready to make good mistakes – mistakes help us learn!
- Be kind, be ready to learn, be safe and respectful
- Try their best

Parents will:-

- Support their child's learning to the best of their ability; Hexton JMI School recognise that family circumstances will be different between families;
- Encourage their child to access and engage with posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside Parentmail, Google Classroom and Purple Mash;
- Know they can continue to contact their class teacher as normal through the school email admin@hexton.herts.sch.uk
- Support children in engaging with set tasks and being able to work online and remotely with safety;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax

This plan will be reviewed at least termly and following the return to school of any 'bubble' or from whole school closure. The views of parents, staff and pupils will be used to review and evaluate this process.

Remote Learning Overview

	Access to Learning	Reading	Writing	Maths	Wider Curriculum
Individual Children Self Isolating	Individual Pack provided and sent/delivered home. Contact made by class teacher during time at home	Books will be provided at child's level. Daily reading	Spelling and Grammar activities including Handwriting	White Rose Maths learning sheets linked to learning in class	Create a research page on current class geography/history or science theme. Choose three tasks from Topic Home Learning Web.
Feedback	Please return the work pack and any work from the wider curriculum in order that feedback and acknowledgement can be provided.				
Small group or Bubble Isolating (closed)	Google-Classroom, Purple Mash, Oak academy online lessons and tasks via Parentmail	2 reading lessons a week Comprehension tasks E-Bug Club books for EYFS/KS1 as appropriate (up to Orange level) Daily reading	Stimulus shared, Model writing provided, 3 Tasks set including grammar focus	Daily White Rose videos and worksheets	**3 hours of learning for KS1 and 4 hours of daily learning for KS2** **Daily lessons in addition to Reading, writing and Maths to be made of any of the following:** 1x weekly lessons for Oak academy or similar for Geography/History lesson linked to class learning of 1x Music lesson, 1x Science lesson, 1 x Art lesson Weekly PE session or suggested activity Weekly PSHE lesson **Minimum 3 lessons provided daily for each day in total**
Feedback	At least 2x daily tasks will be responded to via Purple Mash and/or Google classroom.				
Whole School Closure	Google-Classroom, Purple Mash, Oak academy online lessons and tasks via Parentmail	2 reading lessons a week Comprehension tasks E-Bug Club books for EYFS/KS1 as appropriate (up to Orange level) Daily Reading	Stimulus shared, Model writing provided, 3 Tasks set including grammar focus	Daily White Rose videos and worksheets	**3 hours of learning for KS1 and 4 hours of daily learning for KS2** **5 daily lessons in addition to Reading, writing and Maths to be made of any of the following:** 1x weekly lessons for Oak academy or similar for Geography/History lesson linked to class learning 1x Music lesson, 1x Science lesson, 1 x Art lesson Weekly PE session or suggested activity Weekly PSHE lesson **Minimum 3 lessons provided daily for each day in total**
Feedback	At least 2x daily tasks will be responded to via Purple Mash and/or Google classroom.				