

Sytchampton Endowed Primary School

Continuity of Education Policy (Including the Remote Learning Offer)

Signed by:

Headteacher

Date:

Chair of Governors

Date:

Review date: 8th February 2024

Next review due: February 2025

Policy History

Date:	Updated by:	Section:	Comments:

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Resources](#)
4. [Online safety](#)
5. [Safeguarding](#)
6. [Data protection](#)
7. [Marking and feedback](#)
8. [Health and safety](#)
9. [School day and absence](#)
10. [Communication](#)
11. [Monitoring and review](#)

Appendix

- a. Remote Learning During the Coronavirus (COVID-19) Pandemic
- b. Sytchampton Online Learning Offer
- c. Online Communication Expectations

Statement of intent

At Sytchampton Endowed Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. 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 they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

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.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
 - Education Act 2004
 - The General Data Protection Regulation (GDPR)
 - Data Protection Act 2018
- This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2020) 'Keeping children safe in education'
 - DfE (2019) 'School attendance'
 - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2018) 'Health and safety: responsibilities and duties for schools'
 - DfE (2018) 'Health and safety for school children'
 - DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Assessment Policy
- E-Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Attendance Policy (including Children Missing Education)

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Evaluating the effectiveness of the school's remote learning arrangements.

The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The SBM is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Ensuring that Pupils who are entitled to Free School Meals are provided for in accordance with the most up to date government guidance.

The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the headteacher and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL 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 at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#).
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past and mock test papers
- Current online learning portals (Seesaw/Microsoft Teams/Letterjoin/Spelling Shed)
- Educational websites (e.g. Oxford Owl)
- Reading tasks

- Pre-recorded video or audio lessons (made either by staff or nationally produced materials such as Oak National Academy or BBC Bitesize)

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible and for eligible pupils, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.

The arrangements for any 'live' sessions e.g. registration and class meetings, will be communicated via Seesaw no later than one day before the allotted time and kept to a reasonable length of no more than 30 minutes per session.

The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

The school will signpost parents via email and newsletters towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making food hampers available for delivery or collection
- Providing vouchers to families

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.

- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the Headteacher, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

This section of the policy will be enacted in conjunction with the school's **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working.

Government guidance in relation to 'vulnerable pupils' will be followed at all times.

The DSL and headteacher 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 (if known in advance) or as soon as practicably possible after the period of remote learning begins.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible, personal phones should use the 141 service to block their number prior to making any calls.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on paper and on the school information management systems (Scholarpack) and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and a record stored on Scholarpack so that the DSL has access to them.
- Actively involve the pupil.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the DSL via the school office email office@sytchampton.worcs.sch.uk, 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.

6. Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be available on Schololarpack.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

All schoolwork completed through remote learning (Seesaw) must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Feedback will be given in accordance with the Marking and Feedback Policy.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

Teaching staff will contact parents via email or the Seesaw Family App if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

8. Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

If using electronic devices during remote learning, pupils and staff will be encouraged to take a five-minute screen break every two hours.

Screen break frequency will be adjusted to ten minutes every hour for younger pupils (Reception and KS1) or pupils with medical conditions who require more frequent screen breaks.

9. School day and absence

Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.

Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.
- Lunchtime will take place between 12:00pm and 1.00pm.
- Afternoon break will take place at 2:00pm until 2:15pm.

Pupils are not expected to do schoolwork during the times outlined in paragraph 9.2.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents will inform their child's teacher no later than 9.00am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance Policy.

10. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via email, Seesaw and the school website about remote learning arrangements as soon as possible.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with the headteacher at least once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in [section 9](#).

Pupils will have verbal contact with a member of teaching staff at least once a week via Microsoft Teams.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

This policy will be reviewed on an annual basis by the headteacher.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: schools'
 - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
 - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
 - DfE (2020) 'How schools can plan for tier 2 local restrictions'
 - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
 - Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

2. Contingency planning

- 2.1 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.
- 2.2 The school will work closely with the local health protection team when local restrictions apply and implement the provisions set within their contingency plan.
- 2.3 The school will communicate its contingency plans for local restrictions 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.
- 2.4 If local restrictions are **not** applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.
- 2.5 The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the school will continue to remain fully open to all, and these tiers will not apply.

Tier 1 local restrictions

- 2.6 The school will remain open if tier 1 restrictions are in place, and whole school remote learning will not be provided at this time.

Tier 2 local restrictions

- 2.7 The school will remain open if tier 2 restrictions are in place, and whole school remote learning will not be provided at this time.

Tier 3 local restrictions

- 2.11 The school will remain open if tier 3 restrictions are in place, and whole school remote learning will not be provided at this time.

Tier 4 local restrictions

- 2.14 The school will limit on-site attendance to just vulnerable children and young people. All other pupils will receive remote education in line with section 3 of this appendix.

3. Teaching and learning

- 3.1 All pupils will have access to high-quality education when remote working.
- 3.2 The school will use a range of teaching methods to cater for all different learning styles, this includes (this is not an exhaustive list):
- Recorded video lessons (Oak Online National Academy, Bitesize)
 - Teacher recorded lessons/explanations/videos
 - Powerpoint presentations
 - Online resources such as Letterjoin, Spelling Shed, Education City, White Rose Maths
 - Comprehensions
 - Quizzes
- 3.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 3.4 When teaching pupils who are working remotely, teachers will:
- Set assignments so that pupils have meaningful and ambitious 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.
 - Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers.
- 3.5 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.6 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.
- 3.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.8 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.9 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
- 3.10 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.
- 3.11 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.

4. Returning to school

- 4.1 The headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.
- 4.2 After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school.

- 4.3 The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

- 5.1 This policy annex will be reviewed in line with any updates to government guidance.
- 5.2 All changes to the policy will be communicated to relevant members of the school community.

Appendix b - Sytchampton Online Learning Offer

Home Learning Offer

The government have asked schools to put in place contingency plans for remote learning/home learning for the foreseeable future, taking into account various possible scenarios.

In all cases, however, we will endeavour to offer remote learning, where it is required, which:

- Is broad and ambitious, covering all areas of the curriculum
- Is sequenced effectively and aligned closely with in school provision
- Provides clear explanations of new content delivered through high quality curriculum resources and videos
- Makes use of high quality online and offline resources
- Enables pupils to make good progress
- Is in place immediately in the event of a local lockdown
- Allows regular interaction and feedback for pupils
- Allows teachers to track progress and adjust the pace/difficulty of what is being taught
- Provides for the needs of SEND pupils
- Avoids an over-reliance on long-term projects or internet research activities

Contingency 1 – Individual Pupils are required to remain shielded at home

For pupils who have been advised by Medical Experts to remain at home and shield, either because of their health needs or because of a local spike in cases, we will provide the following Home Learning Offer:

- **Seesaw App** – Teachers will upload classwork being used in school on a daily basis, and will feedback to the work uploaded by the pupil on a daily basis (it may be that Support Staff will assist with feedback during the day)
- **Microsoft Teams** – Each day the class teacher will timetable a remote video call via Microsoft Teams with the pupil to provide face to face support and feedback. This will take place at the end of the school day, but the timing will be agreed with the family in advance to work around both the school and home timetables and commitments.

This offer will be agreed with parents in advance. Permissions and Acceptable Use Policies will be signed by members of the class and their parent/carers prior to using Microsoft Teams and accessing live video meetings.

Contingency 2 – Up to 2 pupils are required to self-isolate within a bubble

If up to 2 pupils within a bubble are advised to self-isolate, then, for the period of their isolation the school will provide the following offer for those two pupils:

- **Seesaw App** – Teachers will upload classwork being used in school on a daily basis, and will feedback to the work uploaded by the pupils on a daily basis (it may be that Support Staff will assist with feedback during the day)

- **Microsoft Teams** – Each day the class teacher will timetable a remote video call via Microsoft Teams with the pupil to provide face to face support and feedback. This will take place at the end of the school day, but the timing will be agreed with the family in advance to work around both the school and home timetables and commitments.

This offer will be agreed with parents in advance. Permissions and Acceptable Use Policies will be signed by members of the class and their parent/carers prior to using Microsoft Teams and accessing live video meetings.

Contingency 3 – Whole Groups are required to self-isolate including a partial or whole school lockdown

Where an entire bubble is required to self-isolate, which is likely to be the case if more than 2 pupils are required to self-isolate, then the school will offer this Home Learning Offer. This offer will also be in place immediately if there is a partial or whole school lockdown.

- Each morning, the class teacher will conduct a live Registration Session, which will last for 10-15 minutes. This will provide an opportunity for pupils to raise any questions or problems.
- The class teacher will plan sequences of learning in Literacy and Maths and will upload one activity for these subjects to the Seesaw App each day. Where it is appropriate, the school will utilise the National Online Oak Academy or BBC Bitesize videos to support explanation and learning.
- The class teacher will plan sequences of learning in other subjects each week. One learning opportunity will be uploaded to Seesaw each day for pupils to complete. Where it is appropriate, the school will utilise the National Online Oak Academy or BBC Bitesize videos to support explanation and learning
- Teachers will set weekly Spellings (Spelling Shed), Handwriting (Letterjoin) and Times Tables (or Number Facts for younger pupils)
- Teachers will avoid setting long-term projects or internet research activities which stretch over more than two days wherever possible
- The class teacher and any support staff will provide feedback to pupils from 09.00 hours to 15.00hours each weekday, to support pupils with their learning.
- The class teacher will differentiate learning for pupils, including for those pupils with Special Needs or where pupils need additional challenge
- Feedback on Seesaw will comprise of written comments, marking, videos or verbal recordings to support pupils and move learning on
- Where the Class Teacher feels it is appropriate, they may direct the Support Staff to work with identified pupils where there are gaps in learning or pupils have additional needs

Appendix c

Online Communication Expectations

Seesaw App

The PTA have very kindly funded the use of the Seesaw App to support remote learning in our school. This is a fantastic way of sharing work with pupils and families, sending messages and maintaining strong links with the whole school community. Please ensure that you have downloaded the App and that you monitor any notifications, as we will use this to let you know of any urgent messages.

Please also understand, that this app is a way of sharing learning and establishing two way communication between our pupils and their teachers. Therefore, any communications, either by staff, pupils or parents, should always adhere to our School Values of kindness and respect. If parents have any issues or concerns that they need to discuss, then please ensure that these are emailed to the School Office on office@sytchampton.worcs.sch.uk where the message will be forwarded to the relevant member of staff.

Staff will only be expected to respond to any messages on Seesaw or by email during normal working hours. This does not include evenings and weekends.

Microsoft Teams

We will be using Microsoft Teams to support pupils who are unable to return to school or who are self-isolating if the remainder of the bubble is still in school.

We would ask that a parent/carer is present or nearby whilst the child is online for safeguarding reasons. Communications by all parties should remain polite and courteous at all times. Expectations for behaviour will be exactly as they are within the normal classroom. Please also ensure that any pupils using this facility are appropriately dressed.

Email

As we are not yet able to welcome visitors into school on a regular basis, we understand that much communication will be via email. During the lockdown period, we relaxed our normal rules and accommodated direct emails to staff. However, in order to protect their work life balance and wellbeing, we would ask that any concerns or issues should be sent to the office address office@sytchampton.worcs.sch.uk from now on. Once again, whilst we understand that the current situation has been very stressful for many families, we would ask that parents and carers bear in mind that our staff have also been subject to considerable stress and pressures themselves over recent months. Therefore, please bear this in mind when communicating with the school, and keep communications courteous and professional.