

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

CONTENTS

INTRODUCTION FROM HEADTEACHER	2
EXPECTATIONS OF PRACTICE.....	3
PROVIDING REMOTE LEARNING OFFLINE	6
YEAR 1 TO 6 REMOTE LEARNING PROGRAMME AGREEMENT.....	7
EARLY YEARS REMOTE LEARNING PROGRAMME AGREEMENT	9
FEEDBACK AND MARKING GUIDELINES DURING LOCKDOWN.....	10
ONLINE RESOURCES	11
OFFLINE/ TEACHER RESOURCES.....	14
ROLES AND RESPONSIBILITIES	15
STAFF WORKING CONDITIONS DURING A LOCKDOWN	16
RESPONSE PLANNING FOR LOCKDOWN.....	17
PRIMARY PUPIL ACCEPTABLE USE AGREEMENT/ ESAFETY RULES	19
TECHNICAL SUPPORT FOR PARENTS/ CARERS	20



BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

INTRODUCTION FROM HEADTEACHER

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

A pupil's first day or two of being educated remotely might look different from our standard approach whilst we take all necessary actions to prepare for a longer period of remote teaching.

The school firmly believes the best place for a child to learn is in school. We do not believe that remote learning can replace a high-quality teacher led learning experience or replace the social skills that children gain through social interaction with other children. Our priority is to ensure that school remains open safely to the maximum number of children allowed by the Government. A qualified teacher will lead all School 'Bubbles', apart from PPA cover - where the Sports Coach or Senior Teacher Assistant may lead.

We will work hard to ensure a clear and consistently high-quality remote learning experience for all pupils who are unable to attend school. This experience should closely mirror the quality of provision children receive when they are in school as far as possible and will follow the new curriculum.

We teach the same curriculum remotely as we do in school where appropriate. However, we have needed to make some adaptations in subjects. For example, where equipment is needed that cannot be reasonably provided in a home environment.

During a lockdown situation, there can be many foreseeable and unforeseeable pressures put on the family. If your circumstances are such that the Remote Learning Program cannot take place in its entirety then please talk this through with the class teacher who will help in any way they can. In our partnership together, we will support your child the best way we can.

The School will use a combination of the following approaches to teach pupils remotely:

- Recorded teaching (e.g. Oak National Academy lessons, White Rose recorded lessons, audio recordings made by teachers)
- Printed paper packs, textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities
- 'Meet the Teacher' weekly or daily live meeting with the class teacher
- To use live 'workshops' to close gaps as identified

The School recognises that some pupils, for example some pupils with special educational needs and disabilities, may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and we will work with parents and carers to support these pupils on a case-by-case basis.

Kind regards

Penny Barefoot

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

EXPECTATIONS OF PRACTICE

These expectations clarify what and how remote learning will take place during lockdown.

Expectations		Considerations
Scenario: Whole School Lockdown following Government instruction		
1.	Teachers to maintain a list of which children will access learning online and which will access home learning offline.	The office will provide this information to teachers at the beginning of the lockdown and on an 'as and when' basis from then onwards.
2.	Every teacher and child/parent must check Google Classroom every day.	Time will be provided to manage this effectively and without undue pressure on the class teacher.
3.	All remote sessions will be delivered through Google Classroom (GC).	This can be accessed through laptops, tablets, PCs or mobile phones.
4.	All online materials will be shared through Google Classroom and/or Tapestry app (EYFS only).	This is a safeguarding consideration.
5.	Daily Remote Learning Programme will begin from the second day of absence.	This allows the teacher to plan and prepare resources a day in advance of it being circulated. Teachers will need to make sure that the work set for the day is clearly identifiable and left in Google Classrooms. The day's work should go live at 8:30 am every morning at the latest. This can be electronically controlled in GC. All communications between staff and pupils will take place between 9:00 am and 3.00 pm . For EYFS activities for the week will be available on Tapestry, from Sunday night.
6.	Topic activities can be carried over a series of days.	There could be projects set that will take a number of days for children to complete.
7.	Tasks should be linked to as full and diverse a curriculum as practically possible.	Teachers will need to deliver as near to the same curriculum as if the children were in school. Where subjects are more difficult to deliver remotely, the unit may be adapted so the skill can still be taught. e.g.: Invasion games cannot be taught in PE but the individual skills involved in netball for example can be, as most children will have a football (or equivalent) at home. Teachers should follow their normal teaching medium term plan.
8.	Children should be working each day for approximately: EYFS: 1 hour; KS 1: 3 hours; Lower KS 2: 4 hours; Upper KS 2: 4 hours.	This is the generally expected amount of time as an average and maybe slightly more or less from one day to the next.
9.	Children should not be required to work on a device for longer than 1 hour without there being a 10-minute break. EYFS will manage shorter sessions, 15 minutes to half hour.	This follows good H & S practices. The Remote Learning Programme is designed to be flexible and to fit around each families' requirements.

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

Expectations	Considerations
Scenario: Whole School Lockdown following Government instruction	
10. Tasks every day may include: Phonics/Spellings, TT Rock Stars/Times tables and Number Bots, English, ½ hour reading a book (inc. e-book) and Maths + topic. Tasks every week must include: Reading comprehension.	Children should include in their daily routine a review of the feedback you have given and time to make corrections and/or clarify misunderstandings. English and Maths should be completed in the morning with topic work in the afternoon, although it is acknowledged this may depend on individual family circumstances. Topic work may include more than one subject area each afternoon (e.g. Art and PE) A few units may be difficult to manage through the Remote Learning Programme but the majority can be. EYFS: Literacy/phonics and maths activities for 1 hour per day.
11. Teachers should ensure that there is a weekly timetable that shows when children should be doing their work during the week.	This timetable should be displayed in Google Classrooms each week. EYFS parents can decide how to timetable their child's 1 hour per day learning.
12. SEND Team and vulnerable children: children with an EHCP who are not attending school will be contacted daily. Where appropriate, work will be differentiated for those with SEND to suit their needs. Children who need additional resources will be provided for where necessary.	The school will maintain regular contact with families of children with SEND. Parents should contact the class teacher if further support or advice is needed. The SENCo is also available to contact and will provide specific advice and support, in liaison with the class teacher. Daily contact may be reduced if the parent or carer indicates they would prefer twice weekly contact.
13. Children should aim to finish all of their work by 3:00 pm where possible (Communication is only permitted during school hours).	Teachers should encourage children to finish their work by 3:00 pm. This will help structure the child's day, giving them appropriate down time, helps parents to get children out of bed and enables teachers to be able to offer feedback during normal working hours. If there is a pattern where work is not submitted or not submitted on time then the teacher should speak to the child/parent about this (more than 3 times).
14. Children should leave work on GC where teachers can then review and provide feedback. For EYFS, this will be in the form of pictures/videos on Tapestry.	When necessary, uploading should be simple and straightforward. However, a good deal of work can be completed on GC and stay on GC for teachers to see it.
15. Feedback will be carried out.	Finished work will be checked and feedback sent back to children. This will ensure children are challenged, making sure that they not only complete their work but also do so to their best ability. Feedback and marking will follow the schools Assessment Marking Feedback Policy. http://www.busheyheathjm.herts.sch.uk/media/1839/assessment-marking-feedback-policy_jan-21.pdf Whilst teachers are expected to acknowledge receipt of work, emphasis will continue to be put on self-assessment. Teachers will use the Assessment for Learning sheets to detail, mistakes and errors. This information will be used to inform future lessons and planning.
16. Quality of learning challenge and online behaviour will be as near to normal classroom expectations as possible.	Online and offline behaviour should be exemplary. Any poor behaviour must be dealt with quickly and fairly, following the practices identified in the Behaviour and Anti-Bullying policy

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

Expectations	Considerations
Scenario: Whole School Lockdown following Government instruction	
17. Ideally, the need for parents to print work off should be kept to a minimum.	<p>Many families do not have printers!</p> <p>Teachers should be mindful of families needing to print off work and the costs incurred by this.</p> <p>Although there may be the odd exception, children should be able to complete much of their work online without having to print anything off.</p>
18. Tasks should be filed carefully in the Google Classroom area so that parents can find task resources easily. This should be consistent between classes. EYFS to use Tapestry to build on the learning journal.	<p>There should be a dated separate file for each day of the week. Within that, there will be clearly labelled English, Maths and Foundation subject tasks.</p> <p>EYFS to use Tapestry to develop the learning journal.</p>
19. What if there is a lack of engagement by the pupil or parent?	<p>Where parents/children do not engage (does not complete work set or does not attend online sessions) teachers will phone home and speak to the child first to review the problem. For children in the EYFS, parents should be the first point of contact. If non-engagement happens a second time then teachers should refer the concern to the parents and continue to work alongside the parents until this is resolved. The aim will be to:</p> <ol style="list-style-type: none"> 1. Understand the current situation and stress points at home 2. Offer support/suggestions as to how these can be overcome <p>If there is still no participation on the third day, the class teacher will involve Head or Deputy Head. In all situations, staff will follow the practices, time frames and pro forma in the behaviour policy.</p> <p>Teachers should challenge any work a child produces that does not meet expectations.</p>

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

PROVIDING REMOTE LEARNING OFFLINE

Preparing for children unable to access online programme	
Daily Work Routines Details	
1.	<p>It is expected that there will not be any children who will need an offline programme of lessons.</p> <p>Children will be provided with a device from school if they do not have access to one at home to ensure that they can access the online Remote Learning Programme. All families have Wi-Fi access. However, the following plan is in place should this be necessary.</p>
2.	<p>Whatever online work is planned and prepared should be mirrored offline.</p> <p>Parents/child should collect the work at 10:00 am every morning. A labelled Class Box will be placed outside the foyer where photocopied materials will be left in envelopes, clearly marked with the child's first name. Photocopies of reference materials should be included but only those pages that are required.</p> <p>Photocopies of all work will be available each day from 10:00 am.</p>
3.	<p>Work that has been completed should be returned for marking every Friday and no later than 3:00 pm. Work should be left in the Class Box over the weekend before being marked.</p> <p>The same envelope should be used when returning the work to be marked so the teacher can clearly see which child has returned the work.</p> <p>Work should be returned by 3:00 pm as school gates may be closed if later.</p>
4.	<p>Teachers should email/phone children/parents to discuss learning progress, expectations and any other work-related issues.</p> <p>Regular communication will be key to making this programme successful.</p>

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

YEAR 1 TO 6 REMOTE LEARNING PROGRAMME AGREEMENT

In the event of a lockdown and your child is unable to come to school we will initiate the Remote Learning Programme from the second full day of absence. To ensure that children get the very best opportunity to make the most of this programme the following expectations have been produced so that you know what is expected from the class teacher, you and your child during these difficult times.

Class Teacher	Pupil	Parents
<ul style="list-style-type: none"> • Monitor children’s well-being • Deliver a full and normal a curriculum as much as is practically possible during a lockdown situation • Provide sufficient work each day so that children receive approximately: EYFS: 1 hour; KS 1: 3 hours; Lower KS 2: 4 hours; Upper KS 2: 4 hours • Provide structure, support and guidance through regular ‘Meet the Teacher’ sessions • Provide a Daily Remote Learning Tasks plan that will be placed onto Google Classroom by approx. 8:30 am each morning that will explain what work children need to do during the day, deadlines, answers to previous tasks and other information • Provide work that builds carefully on prior learning • Provide sufficient differentiation to challenge all ability groups (differentiation can be achieved through questioning, variations of resources, level of independence, difference in expectation within the same task and other ways that do not necessarily require a different task) • Provide daily contact with children via Google Classroom – this may be the whole class, groups or Individuals • Have high expectations of progress, participation and behaviour for every child • Provide feedback and review following our Assessment, Marking and feedback policy. Self-assessment from children is expected 	<ul style="list-style-type: none"> • Willing to talk to an adult at home or the teacher about how you feel • Work as hard as you can, to the same high standards as if you were in school • Organise your remote learning day so that it is between 9:00 am and 3.30 pm, finishing Literacy and Maths by lunchtime and all the other topic work by 3.00 pm whenever possible • Co-operate and contribute in Google Classroom with your teacher and class friends positively and politely • Follow normal behaviour expectations when online and offline, being considerate about other people’s feelings and privacy and following our school rules • 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. • always adhering to the Behaviour Policy • Meet all the work deadlines set by your class teacher. This includes finishing the work set for every day as well as any extended work by the agreed deadline 	<ul style="list-style-type: none"> • Provide a quiet, safe place (not your child’s bedroom) for h your child’s • Help your child keep a daily routine that mirrors as closely as practically possible a normal school day • Provide telephone facilities so that the teacher/TA can contact your child whenever necessary • Technical issues with online working will be communicated as quickly as possible to the class teacher • Help organise your child so that they can increasingly work independently, providing pens and paper etc. prior to sessions starting • Allow your child to make mistakes in both their organisation and the quality of their work (the teacher will pick this up and manage this) • Help your child plan their day so that they work to the routine of: Literacy and Maths in the morning; Topic subjects in the afternoon • Encourage your child to finish their work by 3:00 pm whenever possible (this will enable the teacher to look at the work that day) • Let the teacher know if your child is struggling with anything, particularly if there are well-being concerns • Parents/Pupils will talk to the class teacher if schoolwork cannot be completed • Always support positive online behaviour, following the School’s Behaviour Policy • Show interest in your child’s work, particularly in the hard steps they take to achieve the outcome

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

Class Teacher	Pupil	Parents
<ul style="list-style-type: none"> • Provide additional one to one or group support whenever necessary to support progress either through online conversations or via telephone • Work in an environment where children and parents are courteous and respectful 	<ul style="list-style-type: none"> • Ask for help whenever you need it but take risks and make mistakes as this is the best way to learn (getting things wrong is the first step to successful learning!) • If working on a device, for every hour that you work, you should have a 10-minute break • Respond to the teacher’s verbal or written feedback by reviewing the previous day’s work as quickly as possible • Not to use Google Classroom in any way that does not meet your teacher’s expectations. This includes not making direct contact with another pupil unless the teacher has allowed you to • not recording any live communications unless for learning purposes • Not re-circulating on any form of social media 	<ul style="list-style-type: none"> • Be available to talk to the class teacher if it is asked • Email the class teacher if you have questions or comments about how your child is working • Parents will monitor the use of the Google Classroom and general IT use

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

EARLY YEARS REMOTE LEARNING PROGRAMME AGREEMENT

In the event of a lockdown and your child is unable to come to school we will initiate the Remote Learning Programme from the second full day of absence. To ensure that children get the very best opportunity to make the most of this programme the following expectations have been produced so that you know what is expected from the class teacher, you and your child during these difficult times.

Class Teacher	Pupil	Parents
<ul style="list-style-type: none"> • Monitor children’s well-being • Deliver a full and normal a curriculum as much as is practically possible during a lockdown situation • Provide sufficient work each day so that children receive approximately: EYFS: 1 hours; • Provide a weekly Remote Learning Tasks plan on Tapestry that will be available to access from Sunday night. • Provide work that builds carefully on prior learning • Provide sufficient differentiation to challenge all ability groups (differentiation can be achieved through questioning in the comments area of Tapestry to individual children, level of independence, difference in expectation within the same task and other ways that do not necessarily require a different task) • Have high expectations of progress, participation and behaviour for every child • Provide feedback following the Feedback and Marking Brief (See Attached) • Provide additional support whenever necessary to support progress through online conversations • Work in an environment where children and parents are courteous and respectful • To use Google Classroom to hold twice weekly ‘Meet the Teacher’ sessions 	<ul style="list-style-type: none"> • Be willing to talk to an adult at home or the teacher about how you feel • Work as hard as you can, to the same high standards as if you were in school • Respond to the Tapestry activities by completing the tasks set within the same week • Meet all the work deadlines set by your class teacher each week. • Ask for help whenever you need it but take risks and make mistakes as this is the best way to learn (getting things wrong is the first step to successful learning!) • If working on a device, please ensure this is for no longer than 15 minutes to half an hour at a time. 	<ul style="list-style-type: none"> • Help your child keep a daily routine that mirrors as closely as practically possible a normal school day • Provide telephone facilities so that the teacher can contact you and your child whenever necessary • Help organise your child so that they can increasingly work independently • Help your child plan their day by deciding how they would like to split their 1 hour of learning per day. • Take pictures of your child/child’s work and submit them through the Tapestry app, read any comments made by the teacher to your child • Encourage your child to finish their work by 3:00 pm whenever possible (this will enable the teacher to look at the work that day) • Let the teacher know if your child is struggling with anything, particularly if there are well-being concerns • Show interest in your child’s work, particularly in the hard steps they take to achieve the outcome • Be available to talk to the class teacher if it is asked • Email the class teacher if you have questions or comments about how your child is working • Understand that much of the learning that goes on in an EYFS classroom is learning through play so many of the tasks set may feel like ‘playing’ rather than ‘learning’

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

FEEDBACK AND MARKING GUIDELINES DURING LOCKDOWN

The aim of providing feedback and marking is to impact on the understanding and application of the skills learned. This can be achieved in a multiple of different ways, some that are clearly observable and others that are not. With this in mind, below is a reference of what feedback might look like and what role each of us will have in providing this during lockdown.

Class Teacher	Pupil	Parent
<ul style="list-style-type: none"> Teachers will provide feedback via Google Classroom / EYFS Tapestry or by telephone (or a combination of these). Some marking will be acknowledging the work and effort the children have put into their work (this could be a tick or similar way of recording that it has been seen). Verbal feedback will be the most valuable way of supporting learning and will follow the principles of 'share, discuss, reflect'. Feedback will not always be recorded or written. Early Years feedback will be quite different to other key stages, where 'Tapestry' will be the primary tool in providing feedback and identifying next steps. Telephone support for parents will also be available. 	<ul style="list-style-type: none"> You must always try your best in all your work. Making mistakes is a great thing as this will help you learn. Talk to your teacher when this happens. You will be asked to mark some of your own work. Answers will be uploaded along with your work. EYFS parents will mark and feedback. You must read/listen to your teacher's feedback comments and do something about it so that the quality of your work gets even better. Any changes that you need to do following your teacher's feedback should be done as quickly as possible afterwards and certainly by the agreed deadline. 	<ul style="list-style-type: none"> You are not required to mark your child's work. If you want to support your child, then: ask your child to explain what they are doing and how they came to the answer. Sometimes, particularly in Maths, the best way of supporting your child with a question that they are really, really stuck on is to tell the answer straight away. This takes the anxiety away and releases all pressures. Then talk about how you got to the answer. Provide feedback to the teacher if there are concerns.

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

ONLINE RESOURCES

1.	Freeschool Youtube: https://www.youtube.com/user/watchfreeschool/playlists?app=desktop
2.	Fun Things to Do at Home: Cooking by Rose Blair, Herts for Learning https://www.hertsforlearning.co.uk/blog/taking-look-myriad-remote-learning-options-early-years https://www.hertsforlearning.co.uk/blog/bridging-digital-divide-how-help-disadvantaged-students-stay-connected https://www.hertsforlearning.co.uk/blog/screen-time-under-fives https://www.hamilton-trust.org.uk/ Keeping your children safe online – a guide for families with children under 5 Published: 21 April 2020 The more you read, the more you'll know...helping parents to read with their children at home 27 March 2020 https://www.annafreud.org/media/11260/option-3-covid-advice-families2.pdf
3.	https://classroom.thenational.academy/
	Subject specific online links Phonics - www.pearsonprimary.co.uk/BCPhonics www.oxfordprimary.co.uk/floppysphonicstp www.jollylearning.co.uk www.oxfordowl.co.uk/read-write-inc-homeaa https://www.phonicsplay.co.uk/ Reading - www.authorfy.com/ www.booktrust.org.uk/books-and-reading/bookfinder/ https://www.lovereadng4kids.co.uk/ English - www.classroomsecrets.co.uk/free-home-learning-packs/ www.twinkl.co.uk/resources/parents https://www.emile-education.com/ https://www.englishmastery.org/ https://literacycounts.co.uk/ https://www.literacyshedplus.com/en-gb/browse/free-resources https://literacytrust.org.uk/family-zone/ https://www.pobble365.com/

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

<https://childrens.poetryarchive.org/>
<https://my.risingstars-uk.com/>

Maths -

<https://www.bigmaths.com/>
www.whiterosemaths.com/homelearning/
<https://www.effectivemaths.com/>
<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>
<https://www.mathematics mastery.org/free-resources>
<https://mathswithparents.com/teachers/>
<http://www.mymaths.co.uk/>
<http://www.ncetm.org.uk/primaryvideolessons>
<https://nrich.maths.org/>
<https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths>
<https://www.themathsfactor.com/>
<https://www.topmarks.co.uk/maths-games>

Science -

<http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx>
<https://www.stem.org.uk/primary-science>
<https://www.tigtagjunior.com/>

PE -

<https://www.nhs.uk/10-minute-shake-up/shake-ups>
<https://www.lta.org.uk/tennis-at-home>
<https://www.bbc.co.uk/teach/super movers>
<https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>
<https://www.youthsporttrust.org/free-home-learning-resources-primary>

Wellbeing -

<https://www.annafreud.org/coronavirus-support/support-for-early-years/>
<https://www.bps.org.uk/news-and-policy/bps-offers-advice-schools-parents-and-carers-help-children-through-uncertainty>
<http://www.charlesdickens.southwark.sch.uk/>
<https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>
www.clickview.co.uk/free
<https://www.jmbeducation.com/>
<https://www.minded.org.uk/>
<https://muddyfaces.co.uk/outdoor-hub/>

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

<http://www.childhoodbereavementnetwork.org.uk/schools.aspx>

Other -

<https://www.naturalcurriculum.co.uk/>

<https://learning-platform.roh.org.uk/create-and-learn>

<https://theday.co.uk/subscriptions/the-day-home>

<https://www.bbc.co.uk/bitesize/primary>

<http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx>

<https://www.stem.org.uk/primary-science>

<https://www.tigtagjunior.com/>

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

OFFLINE/ TEACHER RESOURCES

1.	<p>EEF toolkit on assessing and monitoring pupil progress: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress</p> <p>Distance Learning Toolkits: https://www.hertsforlearning.co.uk/hfl-blog</p> <p>Various Other Blogs: https://blogs.lse.ac.uk/politicsandpolicy/home-schooling-covid-19/ https://www.hertsforlearning.co.uk/blog/apps-and-ipads-supporting-return-school-children-send https://www.hertsforlearning.co.uk/blog/supporting-positive-learning-behaviours-home https://lauramcinerney.com/i-had-a-dream-about-post-lockdown-schools/ https://www.tes.com/news/how-get-blended-learning-right-september https://benjamindwhite.wordpress.com/2020/06/14/the-hidden-lives-of-online-learners/</p> <p>Distance learning approaches collated by CCT: https://my.chartered.college/2020/03/online-distance-and-home-learning-selected-reading/ https://www.washingtonpost.com/education/2020/06/16/how-help-kids-exercise-their-brains-become-more-independent-this-summer-even-during-covid-19/</p>
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BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

ROLES AND RESPONSIBILITIES

- 1.1. The Headteacher is responsible for:
 - Ensuring that staff, parents and pupils adhere to the relevant school policies
 - Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote learning
 - Overseeing that the school has the resources necessary to action the procedures in this document
 - Reviewing the effectiveness of this document and communicating any changes to staff, parents and pupils
 - Arranging any additional training which staff may require to support pupils during the period of remote learning
 - Conducting reviews on a regular basis of the remote learning arrangements

- 1.2. The IT leads will, in partnership with ITech, be responsible for:
 - Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection
 - Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data
 - Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff
 - Support families and children having difficulties accessing remote learning

- 1.3. The School Office Manager is responsible for
 - Ensuring all staff, parents and pupils are aware of the data protection principles outlined in the GDPR
 - Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018

- 1.4. The Designated Safeguarding Leaders are responsible for:
 - Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
 - 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

- 1.5. The SENCO is responsible for:
 - 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, vulnerable pupils and those having additional needs
 - Identifying the level of support or intervention that is required while pupils with SEND learn remotely
 - Oversee the SEND team support programme during the lockdown period
 - Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness during the remote learning period.

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

STAFF WORKING CONDITIONS DURING A LOCKDOWN

Practices		Considerations
1.	Teachers will work at least normal working hours.	Teachers do not have prescribed working hours but direct teaching time is usually from 8:45 am to 3.20 pm (3:00 pm or 3:10 pm for the younger children). Class teachers will teach those children identified under the Government criteria. This means class teachers will be teaching full-time whilst maintaining their Google Classroom Remote Learning Programme. Leadership will ensure that teachers are provided with time to manage their Remote Learning whilst being realistic in the amount of time that they will be spending on Google Classroom in any one day. This will mean that there will be certain points during the week where the Key Worker groups will be covered by a senior Teaching Assistant. Specific TAs will be consulted when working, as hours may well vary according to need.
2.	Key Worker Groups (KWG) and vulnerable children would be in school during lockdown.	Eligibility would be dictated by the criteria used (as prescribed by the government).
3.	Where childcare is a concern for a member of staff then the school will offer as much support as possible.	<ol style="list-style-type: none"> 1. As all our staff are key workers, our own children should be able to access the KWG services in the schools they attend. 2. If this is not possible, staff may bring their own child into school to join the group they are working with, creating a new but consistent bubble (not mixing outside of the school). 3. If these two points are not possible then the teacher/TA may work from home but conversations should be held with the Headteacher.

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

RESPONSE PLANNING FOR LOCKDOWN

We may face a wide range of different possible scenarios in the future, each of which would affect how the school continues to practice the highest levels of provision we expect at Bushey Heath Primary School. It is essential therefore that we have a response plan in place to ensure everyone knows what is expected of them should such a scenario occur.

Different lockdown scenarios			
	What happens If...	Response	Other Information
1.	One child is sent home with symptoms.	If a child is ill, then no work should be set until they have recuperated. When well enough to do work, the child should return to school.	The office should maintain communications as frequently as necessary to understand appropriate time scales and outcome of Covid-19 test.
2.	A child is sent home because someone in their family has symptoms? The child is well and the class is in school.	The child goes home straight away. On day 2 of the child's absence the child should engage in remote learning into each lesson using Google Classroom.	Children will be working online, accessing the same lessons as those children who are in school. The teacher will monitor how well the child is learning and provide support when necessary.
3.	A child is sent home because someone in their family has a confirmed case? The child is well and the class is in school.		
4.	A child receives confirmation that they have Covid-19. The child is ill. No one else in class has symptoms including the teacher	The child must not come into school and will be in self-isolation according to Public Health England guidance. Class and staff will go into self-isolation following Public Health England guidance.	If unwell, the child should not receive remote learning.
5.	A child receives confirmation that they have Covid-19. The child is well. No one else in class has symptoms including the teacher	Public Health England will provide advice and a response to how the school should proceed. It is probable that the bubble will be required to self-isolate for a period.	See Point 2 and 3. The teacher will initiate the Home Learning Programme.
6.	The teacher has had confirmation of Covid-19	Public Health England will provide advice and a response to how the school should proceed.	All class teachers will upload 10 working days' worth of work that the children will complete online. Class TA will monitor Google Classroom and will be supported by the Key Stage Lead.

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

Different lockdown scenarios			
	What happens if...	Response	Other Information
	and is unwell. Children are well.		
7.	More than one child is confirmed as having Covid-19 in more than one class or across the whole school?	Public Health England will provide advice and a response to how the school should proceed. Any class or school closure would lead to starting the Remote Learning Programme.	Remote Learning Programme will only begin when a child is well enough. This will be assessed through dialogue between the office/teacher and the families.
8.	There is a local lockdown and people are not allowed to travel.	As all staff are considered Key Workers. Where the teacher is absent but well, work will be provided remotely following, as closely as possible, the normal curriculum.	All staff are considered Key workers and therefore expected in work.
9.	There is a local lockdown, and all children must stay at home.	The Remote Learning Programme will start on Day 2.	The School will remain open for vulnerable pupils and Key Workers' children. Bubbles will be led by qualified teachers who will also manage and maintain Google classroom. Leadership will ensure adequate support.
10.	A teacher is ill while the whole school is in lockdown	Public Health England will provide advice and a response to how the school should proceed. It is probable that the bubble will be required to self-isolate	All class teachers have uploaded 10 working days' worth of work, that the children will complete online. Class TA will monitor Google Classroom and will be supported by the Key Stage Lead.
11.	The Headteacher is unwell and incapacitated?	Relevant authorities notified	Deputies will be relieved of other duties as appropriate. Deputies will have full responsibility and will make all necessary strategic decisions.

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

PRIMARY PUPIL ACCEPTABLE USE AGREEMENT/ ESafety RULES

- I will only use ICT in school for school purposes.
- I will only use my class email address or my own school email address when emailing.
- I will only open email attachments from people I know, or who my teacher has approved.
- I will not tell other people my ICT passwords.
- I will only open/delete my own files.
- I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- I will not look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher immediately.
- I will not give out my own/others details such as name, phone number or home address. I will not arrange to meet someone or send my image unless this is part of a school project approved by my teacher and a responsible adult comes with me.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I will support the school approach to online safety and not upload or add any images, video, sounds or text that could upset any member of the school community.
- I know that my use of ICT can be checked and my parent/carer contacted if a member of school staff is concerned about my safety.
- I will not sign up for any online service unless this is an agreed part of a school project approved by my teacher.
- I will not bring a Smart Watch to school because I am not allowed to wear one during the school day.
- I will not sign up to online services until I am old enough.

BUSHEY HEATH PRIMARY SCHOOL REMOTE LEARNING PROGRAMME

TECHNICAL SUPPORT FOR PARENTS/ CARERS

Dear parents/carers

In light of the new lockdown and move back to home schooling, we understand that not all pupils, parent or guardians will be comfortable with the way technology works.

As the IT Support Partner of Bushey Heath Primary School, we fully understand how the network and technology works within the school, and thus how this will affect your child when trying to home school.

Therefore, in partnership with Bushey Heath Primary School, we are pleased to be able to support yourself or your child with any IT related issues that may be causing distress or restricting the ability to home school.

The services we can provide include:

- Confirming and changing any passwords for connection to Google Classroom
- Support on any connectivity issues
- General IT related questions

What we cannot support through the School is any slow internet problems down to your internet provider or 'how to' questions specifically related to any apps used within the school day.

If you are having any issues or concerns, please email BusheyHeathITSupport@itechsupport.net with the following information:

- Pupil's name
- Pupil's class
- Nature of problem
- Contact details – telephone and contact name (not the pupil)

We will endeavour to get back to you within two hours with a response.

Please note, this service is being funded by Bushey Heath Primary School. Therefore, only matters relating to home schooling can be addressed. Any issues deemed outside of this will be highlighted either via email or when discussing this over the phone. If you wish to proceed with the support call and resolving the issue, this will become an agreement between yourself and Itech Support and be charged direct to you at a price agreed between both parties.

Yours faithfully
Itech Support