



Continuation of Learning (remote learning) Policy (Covid)

This policy has been created in response to the impact of the Covid-19 pandemic, with due regard for

- [The Coronavirus Act 2020 – Provision of Remote Education \(England\) Temporary Continuity Direction](#)

and adapted in response to

- [Restricting attendance during the national lockdown: schools Guidance for all schools in England January 2021](#)

This policy is driven by our vision statement:

Loving learning and loving one-another, as God loves us.

Striving for and celebrating success in its many forms and overcoming challenges.

Praying for and caring for our whole community.

Learning to live in the light of Christ and as a light to others.

Aims:

- To describe and explain the school's provision for continued learning
- To identify how the overall wellbeing of staff, children and their families will be maintained
- To provide learning opportunities that suit our learning community, taking into account what we know about access to devices and resources, and utilising parental feedback
- To provide a range of learning experiences, in keeping with our values and our curriculum

There are four anticipated situations in which the school will need to adapt in order to continue to provide education for its pupils during the coronavirus pandemic:

1. An individual child has to self-isolate
2. A class teacher has to self-isolate
3. A whole class or 'bubble' needs to self-isolate
4. The school is only partially open (open for vulnerable children and those of keyworkers who *need* to attend for childcare).



Section 1 - An individual child has to self-isolate

Reasons:

a) Child may be unwell with symptoms, need to be tested and isolate whilst awaiting results

NB children will be expected to access learning if/when they are feeling well enough

b) Child may be well but needs to isolate due to close contact with someone with symptoms/positive result

NB a well child is expected to access learning from the first day of absence

Provision:

The classes tab on the school's website <https://www.meads.e-sussex.sch.uk> will be used to share the details of remote learning. Each class will have a weekly newsletter style pdf document which will be uploaded by 8.30am every Monday during term time. The newsletter will explain the English and Maths tasks for the week and include any web links needed. Resources for lessons will also be available on the class page. A termly grid of activities will be provided for wider curriculum learning. Children may choose which of the wider curriculum activities they wish to complete and work at their own pace.

The content of the learning will broadly reflect the learning taking place in class. However, teacher workload and wellbeing has been taken into account in deciding what is manageable over time, as well as what is easy for parents and children to access and understand so it will not be identical.

Work undertaken at home should be completed in the child's homework book where possible. Alternatively, work may be stuck into their homework book retrospectively. Children/parents may email work to their teacher using the class email address or bring completed work in with them when they return to school. Teachers will then provide feedback.

All children at St. John's Meads have their own logins to online learning programmes 'Mathletics' and 'Readiwriter' and increased access to these will form part of remote learning expectations. Teachers will tailor the activities on these to specific groups/individuals. It is recommended that all children who have access to Lexia complete a minimum of 3 x 30 minutes sessions per week. Note: not all children have access to Lexia, parents of children who do should already be aware.

During an extended period of isolation (10-14 days), the child's class teacher will call the child and parent at least once. This call will be to check on well-being, ensure children have access to home learning materials and provide encouragement to complete work set.

Equality of Opportunity

Parents must inform the office of the reason for their child's absence. The office team will remind and explain the expectations for continued learning at home and how to access this. Where it is identified that a family would not be able to access the learning on line due to lack of technological



devices/internet access, the school will support by providing printed work or loan a device, if this is possible.

Section 2a - Teacher needs to isolate but is well enough to teach

Teachers will teach remotely via Teams with the class TA/other school staff present in the classroom. The class teacher will be responsible for delivering the main input and setting work for the class. The TA will be responsible for ensuring any resources are printed and/or prepared prior to the lesson, the classroom is kept tidy and organised, and for managing behaviour in the classroom (in line with the school behaviour policy). Wherever possible, children should be given opportunities within lessons to self-mark work. The TA will provide feedback to the teacher as necessary to support planning for future lessons. *The age and needs of the children will be taken into account and adaptations, such as the number of supporting adults present and the length of time of remote teaching input, will be made.*

Section 2b - Teacher is ill and unable to teach

Teachers are not expected to teach until they feel well enough. Each class will have a generic weekly timetable displayed on their class noticeboard and saved in the timetable folder on the staff drive. Teachers will ensure that there is planning for at least two days ahead available on the staff drive at all times. This must be clearly labelled and provide enough detail that another member of staff is able to follow it. Where possible, internal cover will be arranged for the class; however, it may be necessary for a supply teacher to cover a period of staff absence and where possible this will be the same person.

Section 3 - a whole 'Bubble' has to isolate

Remote learning will be provided as outlined in Section 1. In addition to this, all children will be invited to attend English and Maths lessons with their class teacher via Teams. This will take place in groups sizes determined by the teacher. Children will be invited to their live lesson and will login using their school email address. These will be shared with parents as children will need adult support/oversight to do this. Teaching Assistants will make phone calls to hear children read (a text will be uploaded to the class page for this purpose), and check on well-being. All pupils will receive at least one phone call per week. Teachers will determine on a class by class basis if it is possible to enlarge groups or adapt lesson timings to facilitate a greater number of live lessons being offered to each child.

For children in Year 1, an approach more in line with the offer in EYFS may be used.



Adaptations for EYFS

Guidance for learning will be on the school website as per other year groups. 'Tapestry' will be used to continue parental contributions to children's 'Learning Journeys'. Recommended timings for subjects will need to be adapted and where possible activities will be practical and experience based, in accordance with the 'learning through play' principles of Early Years Foundation Stage learning. Recordings made by the teacher will be provided where possible and feedback from parents about accessibility for this age group will be sought.

Section 4 - The school is only partially open

Work set for each class will be available on the school's website on the classes page. This will be in the form of a weekly newsletter style PDF, including any weblinks and resources needed.

EYFS – children not in school will also be able to watch video clips of their teacher (uploaded to Tapestry) and parents can respond with photos and comments via Tapestry, as well as using the class email.

Year 1 – children not in school will be able to watch video clips of their teacher (uploaded to the class page on the website). Parents can respond by emailing their child's work or any questions to the class email.

Years 2-6 – children will be able to access 'live lessons' via their school 'Teams' login. The duration and frequency of lessons and the number of children in each lesson may vary in each year group. Parental feedback, children's engagement and responses and the teacher's professional judgement of what works best for their class will determine this.

The school will provide the following learning across a week for children in Key Stages 1&2, with approximate timings, which includes either recorded or live teaching time, plus time for children to complete tasks.

Monday	Tuesday	Wednesday	Thursday	Friday
Collective Worship (15 minutes) Headteacher	Collective Worship (15 minutes) Church Led	Collective Worship (15 minutes) Church Led	Collective Worship (15 minutes) Subject Leader	Collective Worship (15 minutes) Celebration
English (1 hour)	English (1 hour)	English (1 hour)	English (1 hour)	English (1 hour)
Maths (1 hour)	Maths (1 hour)	Maths (1 hour)	Maths (1 hour)	Maths (1 hour)
Wider curriculum lesson from Oak academy (1 hour)	Pastoral Care (1 hour)	Music (1 hour)	Art (1 hour)	Spanish (1 hour)
Wider curriculum lesson from Oak academy (1 hour)	Wider curriculum activity from Topic Grid (1 hour)	Wider curriculum activity from Topic Grid (1 hour)	Wider curriculum activity from Topic Grid (1 hour)	Wider curriculum activity from Topic Grid (1 hour)



Other daily tasks: reading to an adult (15 minutes), Mathematics (15 minutes), Readwriter (15 minutes)

Lexia – for selected children (20 minutes)

Feedback – children will receive feedback during lessons, and can also email work to their teacher for feedback. Weekly celebration assemblies will continue to recognise and promote engagement in learning through Rainbow Awards and other certificates.

Equality of Opportunity

The school knows the needs of its families well (with additional information obtained during the previous lockdown) and through regular communication will continue to offer and provide support for families who are unable to access the remote learning being provided. This will be predominantly through printed packs, but may include loaned devices (subject to availability) or more frequent contact to support learning.

Children on the SEND register who would usually receive additional or different provision to their peers in school will be supported in other ways, including:

- Paper packs ready for collection or delivered to children at home
- Adapted remote teaching – this may include adapted groupings and pacing, differentiated tasks, targeted questioning, additional scaffolding
- Additional remote support – in the form of 1:1 or small group Teams meetings
- Additional welfare phone calls/check-ins to children and/or parents/carers
- Loan of books or other practical resources
- Subscriptions to online platforms such as Lexia
- Remote pastoral support continued wherever possible
- *Offer of a full-time/part-time place if barriers to learning cannot be overcome by remote learning, subject to staffing capacity*

Safeguarding

Contact calls will only be made during a normal office hours (8.30am-4.00pm), unless being made by a DSL. Staff will be mindful that this is a professional call and the content of the conversation must reflect this, particularly in relation to the staff member sharing any personal information. Anyone calling a family using their own phone to make a 'contact call' must dial 141 before calling the family's number so that their personal number is withheld.

When making a contact call, the member of staff must introduce themselves and check the name of the adult (or relationships to the child) who has answered the phone. The member of staff will then ask to speak with the child to carry out the 'contact call' and offer that the adult use 'speaker-phone' if they wish. If a member of staff has any reason to be concerned about the welfare of a child as a result of a contact call, they should notify a DSL immediately and also create a log on CPOMS. Class teachers will update a centrally stored secure log with engagement with learning and concerns about lack of contact. This will be reviewed regularly by the DSL.



If any communications received through the class email accounts (from children directly or from parents) are a cause for concern, the teacher must notify a DSL and create a CPOMS log.

Only the emails accounts set up by the school for children will be used for live lessons. The email function will be turned off so that children cannot email one another. The school will continually monitor the use of the platform and any safeguarding concerns will be addressed as they arise.

The school is fortunate to have governors who also volunteer in school with learning support for older children. Where this is able to continue, teachers will discuss this with parents, to obtain consent to set up a Teams meeting between the adult and child/children.

At the present time, no other methods of communication are authorised i.e. FaceTime, Zoom etc.

Parents are encouraged to regularly check their child's devices and communications as part of their own family's safeguards. For more information on setting up parental controls and filters, please see: <https://www.saferinternet.org.uk/advice-centre/parents-and-carers/parental-controls-offered-your-home-internet-provider>

Appendix 1 – class email accounts

Reception Class reception@meads.e-sussex.sch.uk

Year 1 Class year.one@meads.e-sussex.sch.uk

Year 2 Class year.two@meads.e-sussex.sch.uk

Year 3 Class year.three@meads.e-sussex.sch.uk

Year 4 Class year.four@meads.e-sussex.sch.uk

Year 5 Class year.five@meads.e-sussex.sch.uk

Year 6 Class year.six@meads.e-sussex.sch.uk