



This plan for online learning and curriculum delivery during the Coronavirus pandemic has been written in line with the most recent guidance from DfE for the full opening of schools Sept 2020.

Our commitment

During the pandemic, and in anticipation of the possible on-going disruption to school routines for pupils, the following principles apply:

- School will provide quality first teaching in school and endeavour to provide quality first teaching resources to ensure the continuation of learning away from the school site.
- Feedback will be given to pupils to address any learning gaps or misconceptions whether in school or remotely.
- Lessons will cover the full curriculum whether in school or remotely with a focus on English and Maths with catch up intervention sessions provided to narrow any academic gaps which may have developed during self-isolation or lockdown.
- Staff continue to receive CPD to ensure they are confident in delivering remote learning and are confident they are meeting school improvement priorities.

Curriculum delivery for the academic year 2020-21 will be delivered in the following ways according to the needs of pupils and national restrictions:

Autumn Term

Tier 1: children who are in school Sept 2020

Teachers will ensure children are settled into school with PSHCE a whole school focus using the resource "Here We Are"

Teachers focus on reading, writing and maths to gauge gaps in learning. There is a focus on phonics, reading children's knowledge of instant recall facts/timetables knowledge in maths. Full PE curriculum is offered with the exception of swimming due to Covid restrictions (due to be lifted Nov 2020)

- Short sessions in the afternoons to tackle/diagnose children's learning gaps in reading, writing and maths from the previous year's curriculum. Teachers use their professional knowledge and formative assessment of pupils to identify intervention groups to narrow gaps in learning. These to take place before school, at lunchtime, in afternoons with at least one session teacher led and remainder led by skilled teaching assistant.
- Dedicated catch up intervention to take place at least 3X a week for maximum impact.
- A full curriculum to be taught taking account of the school's risk assessments
- Week before Oct half term formal assessments to assess progress and identify gaps to inform planning in half-term 2 and make adjustments if necessary, to intervention and catch up groups.

Tier Two: individual or small groups of children are self-isolating eg awaiting test results, quarantining after a family member or close contact has tested positive

These children are entitled to a curriculum which mirrors as closely as possible the learning taking place within the class. Teachers may adapt the home learning to best needs the needs of pupils who are isolating.

Class teachers have been working to embed Google Classroom within their normal teaching and will use this remote learning platform to deliver lessons according to their weekly plan. Teachers will upload resources onto Google Classroom for isolating children to access.

The remote learning resources may include:

- Links to English and Maths lessons on BBC Bitesize, the Oak National Academy or White Rose Maths. Pathways to Progress Writing resource used to support writing. The objectives will be the same as those being covered in class that week.
- As far as possible, science, history, geography/chosen foundation subjects will also link to what the children would have been learning in class. Knowledge organisers for subjects covered will support parents and children with some of the key knowledge and vocabulary. The remote learning plan will include objectives and also specific activities the children can carry out.
- It is anticipated that children will be able to type directly into Google Classroom, hand in work and receive feedback from their teacher.
- Where appropriate, paper copies of the tasks will be available for children without access to a suitable electronic device or connectivity. All children, regardless of access to IT, will be provided with a 'Home Learning' exercise book.
- It will not be possible for teachers to provide live lessons for these children as they will be teaching the children who are in school.

Tier Three: a school bubble is closed for 2 weeks due to a positive case of Covid 19

If it is necessary to close a bubble then the children will be provided with a two-week unit of work. This will link to the child's year group national curriculum expectations. Any tasks set will be meaningful, ambitious and sequenced in such a way that enables the children to develop skills and knowledge incrementally and will include clear objectives for each subject in the unit of work. As a minimum the units of work will include:

- Daily English and Maths learning and links to video lessons where appropriate.
- Where appropriate teachers will send links to video lessons in English and Maths from the Oak National Academy, BBC Bitesize and White Rose Maths. Pathways to Progress Writing resource may also be used to support writing. Objectives will be from the child's year group national curriculum expectations but not necessarily linked to their current learning.
- English should include reading, writing, SPAG and handwriting. All children should continue to read as much as possible and to be able to "read between the lines" developing their inference skills to talk about what might happen next or to describe a character.
- Maths work should include arithmetic, mental maths, fluency, problem-solving and reasoning. All children should continue to work on their times tables.
- A weekly Science lesson
- Topic work- where possible, linked to the children's current learning and building on skills and knowledge already taught. This learning will include clear objectives and links to quality resources. Where possible, these will link to the children's current learning.
- Physical activity (ideas for how to stay active during their time at home)
- If the class teacher is well, the teacher will set a morning time for children to log into Google Meet for a daily live session. During this 10 minute session the teacher will

greet the children and outline the day's learning. Children will hand in work using Google Classroom and the teacher will provide feedback using Google. The Meet link will be posted into Google Classroom as

- Where it would be useful teachers will record themselves modelling an activity to support home learning. This video will be available in Google Classroom.
- Parents & Carers can message the teacher for advice using Google Classroom.

Tier Four – large scale closure due to local or national lockdown

In the first instance, the same approach will be taken as in the collapse of a bubble Tier 3 (see above). This will be reviewed and adapted, taking into account the length of the closure.

What are the expectations of teachers?

To provide work to be accessed remotely by pupils that mirrors as closely as possible the learning that would have taken place within the class.

To plan, upload and deliver content including a 10 minute live introduction to the day's learning. To upload videos modelling particular concepts.

To provide feedback and respond to messages as promptly as possible – given that in some situations teachers will be teaching in the classroom which would delay a response to a child online.

What are the expectations of support staff?

Support staff will work under the direction of their class teacher and may be asked to monitor sites for questions and queries and may support learning by providing feedback.

What are the expectations of parents and carers?

Parents and carers are expected to support their child's learning at home and engage with the resources provided by school. School appreciates the difficulties families may face if they are also working from home as well as supporting home learning and school does not expect work to be done at a particular time. Children are asked to complete learning activities at the point in the day which is most convenient to families.

Parents and carers are asked to contact teachers through Google Classroom if they have queries which will be answered as soon as possible.

Remote Learning Policy

1. Aims

This remote learning policy for staff aims to:

Ensure consistency in the approach to remote learning for pupils who aren't in school

Set out expectations for all members of the school community with regards to remote learning

Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

If providing 100% remote learning, teachers will deliver a 10 minute live input wherever possible to children at approximately 9.10am. This will check in with the children and outline the learning for the day. Feedback on work will be given as soon as the teacher is able.

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this to the SLT using the normal absence procedure – contact SLT.

When providing remote learning, teachers are responsible for:

Providing work to be accessed remotely by pupils that mirrors as closely as possible the learning that would have taken place within the class.

Providing feedback on work

- Via Google Classroom or telephone if parents do not have internet.

Keeping in touch with pupils who aren't in school and their parents

- Teachers should keep at least daily contact with pupils using the morning check in.
- Teachers shouldn't answer messages outside of working hours.
- Teachers should report any safeguarding concerns to the DSL

Attending virtual staff meetings / SLT meetings (appropriate dress code / avoiding areas with background noise / nothing inappropriate in the background)

2.2 Teaching assistants

Teaching assistants may be asked to support remote learning wherever possible during their normal school hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure – contact SLT.

When assisting with remote learning, teaching assistants may be asked to:

Support pupils who aren't in school with learning remotely

Being present during live sessions in order to support the learning by: keeping standards high; holding children to account; contributing to discussions.

There may be an instance when the teacher requires the TA to work with a small group of pupils on a particular concept as a smaller intervention group. In order to allow this to happen, a secondary Google Meet call would have to be set up prior to the lesson and children required to join that group informed.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

Insert details, such as:

Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.

Alerting teachers to resources they can use to teach their subject remotely

Create Knowledge Organisers for next phase of curriculum.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school

Monitoring the effectiveness of remote learning: such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for safeguarding referrals being made by staff and / or parents:

Cowling Community Primary School staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the child protection policy and where appropriate referrals will continue to be made to children's social care and as required the police.

2.6 IT support

Teachers can get support with Google Classroom via EdTech email.

2.7 Pupils and parents

Staff can expect pupils who are learning remotely to wherever possible:

Be contactable during the school day

Complete work to the deadline set by teachers

Seek help if they need it, from teachers

Staff can expect parents with children learning remotely to:

Ensure that their child is appropriately dressed and appear onscreen waste up only.

Make the school aware if their child is sick or otherwise can't complete work via emailing admin@cowling.n-yorks.sch.uk

Seek help from the school if needed: in order for their child to access and complete remote learning activities via Google Classroom or admin@cowling.n-yorks.sch.uk

Be respectful when making any complaints or concerns

Support their child with remote-learning tasks

Ensure that their child has a suitable quiet place to work without distraction

Ensure that their child is able to access live / recorded lessons on Google Classroom

2.8 Governing body

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work – contact the relevant subject lead or SENCO

Issues with behaviour – contact SLT

Issues with IT – contact Edtech email

Issues with their own workload or wellbeing – contact Performance Management Line Manager or NYCC

Concerns about data protection safeguarding – contact the DSL or deputy DSL (SM and KD)

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Take great care with individual emails and ensure these remain confidential.

4.2 Processing personal data

Staff members may need to access personal data such as parent contact details as part of the remote learning system in order to perform the school's official functions. However, staff are reminded to access as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

Installing antivirus and anti-spyware software

Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Staff can access the Child Protection Policy via the school website. Additional documents are available to all staff on the shared drive within Google Classroom.

6. Monitoring arrangements

This policy will be reviewed termly by the Headteacher. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

Behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

Home-school agreement

ICT and internet acceptable use policy

E-safety policy