



Winklebury Federation

Remote Learning Policy

Specific Aims

- To outline our approach for pupils that will not be attending school, as a result of government guidance or the closure of a class bubble.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.

Who is the policy applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This policy is intended to outline expectations for class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school in September will be supported on a case by case basis, primarily with the use of 'paper packs' or the use of Oak Academy.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils that are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

When a class bubble is closed the teacher will provide work on Seesaw each day by 9am and this will start on the first day of isolation.

When an individual child is self-isolating, work will be posted on day 2 of absence to allow the teacher the time to upload work whilst teaching the remainder of the class.

The governors and senior leadership team at Winklebury Federation are fully aware that these are exceptional times and would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, should approach home learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.

Teacher expectations

Teachers will plan lessons that are relevant to the curriculum focus for that year group and endeavour to supply resources to support tasks for home learners. Work in English, Maths and other subjects will be posted on the class Seesaw page by 9.00am each day. Paper packs will be made available by the Tuesday.

When an individual child is self-isolating work needs to be uploaded from day 2 and will be the work covered in class the previous day. We will be using a mixture of Hampshire resources, Education City, Purple Mash and Oak Academy alongside other resources signposted by the class teacher.

- Any resources used, including websites and worksheets, should, where possible, be shared with home learners via Seesaw. Staff will add these resources to their class page electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via seesaw. Staff and parents should communicate via seesaw.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Winklebury Federation would recommend that each 'school day' maintains structure.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via Seesaw or by contacting the school office. They should make clear which year group and subject the question relates to.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPADS etc). These will be discussed on case-to-case basis.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they or a member of their family show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- Following contact with school, the Headteacher may set up a referral to Occupational Health to support that individual.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.

- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.