

# Continuity of Learning Policy

## Wheelwright Lane Primary School



*Learning For Life*

*Dates: May 2022*

*Review: Annually*

## **1. INTRODUCTION AND AIMS**

In September 2020 all of our classes returned to full time education following the COVID-19 national lockdown in March 2020. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that children can continue with their education.

This Continuation of Learning Policy has been written as guidance for staff and parents following the experience of a period of national lockdown when all schools were providing remote learning to their pupils.

The policy sets out the systems and technology that staff will use to keep the learning experience going for children, and details of how they can be used effectively and safely, while allowing for the differing needs of families.

The school's Online Safety Policy and Acceptable Use Agreements have been updated to include Home Learning.

The strategy outlined below is predicated on:

- A largely asynchronous approach to teaching and learning, maintaining our pedagogical principles.
- Using existing tools with which staff are likely to be familiar to provide a suitable online learning environment and provide learning partnership opportunities.
- Supporting families with limited or no access to digital devices or internet coverage.

## **2. DEPARTMENT FOR EDUCATION REMOTE LEARNING EXPECTATIONS**

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, the Department for Education (DfE) expect schools to have the capacity to offer immediate remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

The Secretary of State for Education has issued a continuity direction that requires schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). We have published guidance that explains the purpose of the various provisions within the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction (Appendix 1).

Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education.

When teaching pupils remotely, The DfE expect schools to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to 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, ideally including daily contact with teachers.

### **3. A FLEXIBLE APPROACH**

We understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more - and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we are providing a flexible approach to remote learning. For Key Stage 1 and 2 children, we will be offering daily live lessons with the class teacher and Teaching Assistant. This may be whole class or small group lessons depending on the needs of the children. For EYFS children we will be using Tapestry and TEAMS to ensure that children have a mixture of practical and physical activities (uploaded videos) and daily stories on TEAMS.

We will offer a variety of daily online and offline learning activities across the curriculum so that pupils can work their way through things at their pace and can fit around family circumstances.

If small groups of children or individuals (not whole class) are unable to attend school then the class teacher will upload activities and assignments for the day (9.00 to 3.00) that relate to the learning in school for that day. This ensures that children do not miss out and further extend their gaps in learning.

## ROLES AND RESPONSIBILITIES

**Teachers** must be available between 9am and 3pm. If a teacher is 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 procedures. Teachers will continue to use their time after 3p.m. for marking and preparation of lessons for the next day. They will not be available or accessible to children and parents after this time, as is normal practice.

Teachers are responsible for:

Setting a weekly and daily timetable of sequenced work for their class following on/mirroring the lessons being covered in the classroom at that time, with accompanying videos, slides, worksheets etc.

- Setting work on the usual online homework platforms.
- Questioning, assessing and checking work to determine how well children are progressing through the curriculum.
- Providing feedback to individuals, groups of pupils or the whole class.
- Keeping in touch with pupils and parents.

**Teaching Assistants** must be available between 9am and 3pm (or their usual part time hours). If a teaching assistant is 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 procedures.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely.
- Support the teacher during live lessons, responding to chat/questions.
- Providing small group or intervention group work closely aligned to their practice in the classroom.
- Providing differentiated support as directed by the SENCO.
- Attending virtual meetings with teachers, parents and pupils.

**Senior Leaders** are responsible for:

- Co-ordinating the remote learning approach across the school.
- Advising on specific curriculum areas and for groups of pupils with special educational needs.
- Helping to identify children who may need support and/or accessing appropriate resources.
- Monitoring the effectiveness of remote learning (added to additional teams)
- Monitoring the security of remote learning systems, including data protection, online safety and safeguarding considerations.

## **Designated Safeguarding Leads are responsible for:**

- Maintaining contact, collating, passing on information and responding to any concerns.

## **CONTINUITY OF LEARNING STRATEGY**

We are providing remote learning through a range of sites and services, most of which are part of our usual online provision for children which we have spent years integrating into our practice.

Online learning will complement the paper-based activities sent home with children. There is no expectation that parents need to print out work. Work can be uploaded back onto the TEAMs and Tapestry sites, using most devices.

## **Effective Workflows for Pupil Tasks and Communication**

Providing daily guidance, encouragement and activities will be essential in maintaining pupils' progress during school closures. Having an understood workflow in place for tasks and support materials will become increasingly vital and hard to establish once children are at home. For this reason it is important to create and communicate a digital workflow from the outset. [TEAMs/Tapestry \(EYFS\)](#) is our main method of communication between school and families and is used for posting weekly and daily timetables and text, audio, video and photo updates. Families should download the TEAMs app on their devices (support from the school's Network Manager will be offered).

## **Creating Support Materials for Learning**

Issuing and completion of tasks alone will be insufficient for most pupils after the first few days and will rapidly become very dull for them - it is necessary that some form of teaching continues, albeit at a distance. Live lessons are a part of the offer from the school alongside our asynchronous approach.

Staff will use TEAMs/Tapestry to create videos to support direct instruction teaching combined with a visualiser or presentation software such as PowerPoint.

These benefit from interleaving audio, text and visual content, making use of existing resources in a familiar tool and will be accessible to pupils even if viewed on a parent's phone. Importantly, children will see the teacher's face and hear the teacher's voice

explaining things in the same way as usual and they will be able to re-watch as many times as necessary.

Staff will signpost [Oak National Academy](#) pre-recorded lessons, which are delivered by a teacher and includes quizzes, worksheets and creative activities.

### **Online English Platforms**

**DFE Letters and sounds for home and school**

[www.naturalcurriculum.co.uk](http://www.naturalcurriculum.co.uk)

**Spelling frame**

**Oxford Owls**

### **Online Maths Platforms**

Differentiated Maths activities with instant computer feedback are assigned and completed through [Times Tables Rockstars](#) (Year 2 - Year 6. Apps are available).

Staff will use the [White Rose Maths](#) video tutorials and resources.

Any use of online learning tools and systems is in line with privacy and data protection (GDPR) requirements. Staff will not use online tools which have not been approved through the GDPR processes.

### **Warwickshire Blended Learning Platform**

School staff and parents will be directed to use the Warwickshire Blended Learning site which contains over 100 websites (reviewed by teaching staff in Warwickshire schools) to support the variety for online resources available. On-line tutorials are also available for staff CPD.

<https://sites.google.com/welearn365.com/wccblendedlearning/home>

### **Providing Daily Pastoral, Social and Learning Support**

If schools remain closed for more than a few days, the need for staff to check in on pupils will grow - from both an academic and pastoral point of view. Online modes of learning can mask things which would be obvious in school, such as whether a pupil is struggling with some aspect of their learning or is socially isolated. School staff are relationship builders and connectors, so a practical response would be to hold short video conferences with small groups or a class of pupils on a regular basis so that teachers and pupils have a space in which to talk about how things are going, to maintain a sense for them of being part of a class.

Safe, supervised and structured opportunities will be offered for children to 'meet up' with their teacher and classmates as a social exchange between teacher and pupil and between peers is an important part of teaching and learning. This will be done using TEAMs. Staff have used a 'Friday Fun Session' to catch up with children and provide activities to re-engage them with their love of learning - staff will use this approach weekly.

Communication between staff and children/families must be through the authorised school systems and not through email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy, Staff Behaviour Policy (Code of Conduct) and Acceptable Use Agreements.

- An appropriate adult must remain in the same room as the child during video calls to monitor and ensure they are safe and using the technology appropriately.
- Children must take part in the meeting in a suitable communal environment and be appropriately fully dressed. School uniform is not required.
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background. Blurred or virtual backgrounds are recommended.
- The teacher must make sure all children have left the call correctly once it is finished - before ending the meeting and turning off any devices.
- Screenshots, photos or recordings of TEAMs video calls must not be made and the link must not be shared with others.

Due consideration should be given by staff before sharing photo, audio or video as to whether there are any issues regarding reputation, professional conduct, online safety or Safeguarding and photo permissions.

- No staff member will contact parents or children on TEAMs outside of any pre-arranged meeting. A teacher and one other staff member will be present throughout planned video calls to help safeguard all participants and monitor appropriate use.
- Staff will ensure appropriate security settings are in place for the meeting, ensuring that access is only granted to the expected registered users.
- We would strongly recommend that staff avoid using personal devices and should only use the school provided equipment.

## **EDUCATIONAL PROVISION**

While we understand that remote learning may be easier for some families than others, we no doubt all agree that keeping regular learning going during partial or full closures is of vital importance to reducing further impact on children's education.

Staff will post daily flexible timetables on TEAMS/Tapestry for their class. This will outline a range of online and offline learning activities in a variety of subject areas and contain tasks and links to follow a coherent curriculum, replicating what would have been taught in class, wherever possible, in any order and a time that suits. We appreciate that some families may not be able to engage with the full timetable.

Opportunities to join in with time-scheduled live events will be highlighted. Assembly links will also be shared.

Throughout the day, further posts on TEAMS/Tapestry will add extra detail, feedback or examples as necessary.

Parents Evening and parent meetings:

It is important that staff are able to meet face to face with parents when discussing their child. We will use the conference facility through TEAMS to enable staff to conduct parent meetings, including Parents' Evenings .

All pupils have been set up with a private channel within their class Team, this has been set up with the pupil and at least two class staff members and the Network Manager:

- This will allow parents private chat opportunity in case this is needed during home learning meetings. There may be confidential reasons that a discreet chat would be required.
- It encourages use and experience of Teams for parents from Reception -Yr6 and gives the school the ideal opportunity to identify those families that may struggle to access remote learning on TEAMS.
- TEAMS will be used to facilitate Parents Evenings privately and easily. Teachers are able to invite to adhoc meeting from these channels
- The Network manager or an SLT will have a complete overview of the schools Teams network and can oversee meetings
- SLT will monitor the success of providing remote meetings, including after the pandemic.

## **PROVISION OF DEVICES**

If a child does not have access to a computer/laptop/tablet and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Where funding can be accessed, internet-enabled devices and/or 4G connections will be sought, particularly for disadvantaged children. Parents will be reminded to make the school aware of any barriers to accessing remote learning.



The Department for Education has stated that devices can be ordered for disadvantaged children in years 3 to 11 who are unable to attend school when:

- A primary school is only open to vulnerable children and the children of critical workers.
- A school has 15 or more children in years 3 to 11 who are self-isolating, having each been exposed to a confirmed case outside the school community.
- A local health protection team has advised a group of children in years 3 to 11 (such as a 'bubble' or year group) not to attend school.
- A school is fully open but supporting a disadvantaged child living in another area who is unable to attend due to local travel restrictions.

## OUR REMOTE LEARNING OFFER

Circumstance	Remote Learning
<p>A child (and their siblings if they are also attending the school) is absent because they are awaiting test results and our household is required to self-isolate. The rest of the school bubble are attending school and being taught as normal.</p>	<ul style="list-style-type: none"> <li>• Access daily work from TEAMS/ Tapestry planned for the day</li> <li>Access live lessons where possible</li> <li>Additional work set on Numbots /Times Tables Rockstars</li> <li>• Signposted to White Rose Maths home learning videos and accompanying resources following on/mirroring the maths unit being covered in the classroom at the time.</li> <li>• Signposted to Oak Academy video lessons and accompanying resources following on/mirroring the topics being covered in the classroom at the time.</li> <li>• Paper pack of learning to include English, Maths and Topic work.</li> <li>Access serial learning on PurpleMash (KS1 and 2)</li> <li>• Phonics/spellings activities.</li> <li>• Handwriting practice.</li> <li>• Teacher/teaching assistant checking in on Teams / Tapestry.</li> </ul>
<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for COVID-19. OR We enter another lockdown with total school closure.</p>	<p>Weekly and daily timetable set on TEAMS/ Tapestry outlining offline and online activities (including daily online lessons)to be completed in any order that day, incorporating TEAMS videos, paper based work and online platform tasks.</p> <ul style="list-style-type: none"> <li>• <b>Daily Deliberate Practice:</b> <ul style="list-style-type: none"> <li>○ Total Recall number bonds/times tables.</li> <li>○ Phonics/spelling rules.</li> <li>○ Handwriting.</li> <li>○ GPS</li> </ul> </li> <li>• <b>Daily Lessons:</b> <ul style="list-style-type: none"> <li>○ Maths.</li> <li>○ English</li> <li>○ Topic</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• <b>PE</b> - signposting activities for exercise at home (e.g. Joe Wicks).</li><li>• Teacher/teaching assistant on TEAMs to provide additional support, audio/video/written feedback, prompts.</li></ul>

Date agreed with staff March 2022

Date ratified by Governors 12<sup>th</sup> May 2022

Reviewed annually.