



**Carleton Rode &
Forncett St. Peter
CEVA
Primary Federation**



Carleton Rode and Forncett C.E.V.A. Primary Schools' ethos is founded on the belief that we should love our neighbour as we love ourselves and show this by treating others as we would like to be treated.

Remote Home-Learning Policy

Formally adopted by the Governing Board of:-	Carleton Rode & Forncett St. Peter CEVA Primary Federation
On	November 2020
Chair of Governors	Kirsty Byrne
Review due:	November 2021
Signed by Chair of Governors or Chair of Curriculum & Standards	
Name:	Date:
Signed by Executive Head	Date:

Remote Home-Learning Policy

Rationale:

At Carleton Rode and Forncett St. Peter CEVA Primary Federation, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual child or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all children have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

Specific Aims

- To outline our approach for children who will not be attending school, as a result of government guidance - individual children who may be self-isolating or the closure of a class bubble but are fit and well enough to be learning at home.
- 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 the school with the teaching, marking and planning for children.

Who is the Policy Applicable To?

Every child is expected to attend school from September 3rd 2020. In line with government guidance, children, 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
- Any child self-isolating due to returning from a holiday abroad
- Any child absent due to being contacted by NHS track and trace or isolating due to a family member with symptoms.

This policy is intended to outline expectations for a class bubble suspension, partial school closure relating to COVID-19 and individual cases or for any absence related to COVID and self-isolation. Individual children who are isolating due to the above government guidance or those with long-term health issues and choose not return to school in September, will be supported on a **case by case basis**, primarily with the use of online tools and resources, which mirror the work being taught to the rest of the class in school. This will be provided weekly, and in the first instance after one week's absence.

Who is this Policy NOT for?

- Children who do not have to self-isolate for 14 days
- Parents and carers choosing to keep children at home due to parental/carer choice
- Children who are ill but are not displaying COVID related symptoms
- Children who are on holiday
- Any reason given contrary to official Government guidance

Remote Learning for Children

We will provide online tools and resources as well as links to appropriate remote learning for children who are not able to attend school so that no-one needs to fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of children, teachers, parents and carers. In the event of a child awaiting test results, activities relating to the current week's learning will be provided from the end of Day 1 where school is informed of Covid related absence relating to the statements identified above.

The governors and senior leadership team in our federation are fully aware that these are exceptional times, each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that the circumstances that cause either of our schools 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.

Teacher Expectations

Teachers will plan activities and or learning tasks that are relevant to the curriculum focus for that class 'bubble' and endeavour to supply resources to support tasks for home learners. Following guidance from Public Health England/our local health protection team, when a 'bubble' of children is asked to self-isolate and stay at home, a message with an accompanying letter will be sent via our email system informing them of the developing situation. This will be classed as Day 1 of the closure. Self-directed remote learning will begin on Day 2 and teacher led remote learning will begin from Day 3. Work will be made available for the week, following a suggested timetable which will be sent to families via email. Teachers and Support Staff will give feedback to children via the learning platforms they are using (Tapestry, SeeSaw and/or Microsoft Teams) or by email. For children in Reception, we will use Tapestry as this is already up and running. For other year groups we will use an online app called SeeSaw as well as Microsoft Teams. A list of tools, resources, apps and websites the schools use are available on the on the school website [here](#)

For individual children who are self-isolating and absent from school, work will be set via our online learning platforms which are: Tapestry, SeeSaw and Microsoft Teams at least weekly, however, this will be one day behind their class schedule.

- Any resources used, including websites and worksheets, should, where possible, be shared with home learners via Tapestry, SeeSaw and Microsoft Teams.
- For those families unable to access the remote learning electronically, separate plans for a work pack to be delivered will be made on a case by case basis.
- Teachers and Senior Leaders will respond, within reason, to requests for support from families at home. This will be done through emailing the school office: office@carletonrode-primary.norfolk.sch.uk or office@forncett.norfolk.sch.uk
- 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 (child/parent/carer) Role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each home 'school day' maintains a structure where possible. To help parents and carers with this, the schools have written a suggested timetable which can be found on each school website.
- Once a 'bubble' is isolated, a message with an accompanying letter will be sent home via our email systems on Day 1. On Day 2, self-directed remote learning will be made available and parents and carers will receive information about remote

learning. On Day 3, teacher-led or teacher-directed remote learning will be available for all children in the isolating 'bubble'.

- Teachers and School Leaders will respond, within reason, to requests for support from families at home. This will be done through emailing the school office on: office@carletonrode-primary.norfolk.sch.uk or office@forncett.norfolk.sch.uk
- We aim to deal with any request for support or feedback by the next working day. This will be dependent on the time of request and circumstances within school.
- We would encourage parents and carers to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work alongside the suggested timetable which will be emailed out. This can include finding an appropriate place to work and, to the best of their ability, supporting their child/ren with their learning and encouraging them to work with good levels of concentration.
- To keep them safe from potential harm, children should be supervised in their use of the Internet; more information for parents and carers can be found in our online safety policy [here](#).
- Every effort will be made by staff to ensure that work is set promptly on the appropriate learning platform but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents and carers should contact school and alternative solutions will be made available (e.g. paper copies of work, workbooks and possible loaning of stationery equipment or devices). These will be discussed on a case-to-case basis.

Remote Teaching for Staff who are Self-Isolating

Teaching staff are required to self-isolate if they or anyone in their household shows symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this or have been contacted by NHS Track and Trace, or any reason given in accordance to official Government guidance. 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 Executive Headteacher may set up a referral to Occupational Health to support that individual.
- It is expected that staff get tested if displaying any of the listed symptoms above. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school as soon as possible so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, teaching assistants and non-teaching staff will be expected to continue to work on managing their class online learning provision. They may also be asked to undertake other SIDP projects if appropriate and required. These projects will be communicated by the Senior Leadership Team or Subject Leader (or in the case of teaching assistants, the Class Teacher) and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the management of remote-learning and sharing of activities. Communication and planning during this time, will not be undertaken until the teacher is fit to work. Should staffing levels reach a critical point, the Local Authority will be informed.

Feedback for Children Using Remote Learning.

In line with the Department for Education's guidance, our federation will be giving feedback on work submitted through our remote learning platforms. Feedback will be given in two forms: detailed feedback in the form of comments to the children and general feedback in the form of a score (such as for a test or quiz), matched to pre-set criteria.

- If our schools are fully operational and remote learning platforms are being used for homework, the feedback will match our existing feedback and marking policy.

- If either school is fully operational and a child or a small group of children in that school are absent due to a COVID-19 issue, those children will get feedback on a weekly basis as a minimum. This could take the form of comments on work submitted, a short video or voice recording from the class teacher or a score of some kind.
- If a bubble has closed and all the children in it are at home accessing remote learning, over the course of the school day, each child will receive some form of feedback as long as the teacher is well, the technology is functioning and there are other staff who can cover this. If the teacher is unwell, we will feedback as often as we can.