



REMOTE LEARNING

OUR LEARNING PRIORITIES

- The learning priority here at Ewanrigg Junior School is to ensure children have opportunities which promote the acquisition of the core skills of reading, writing and number.
- This will provide the children with the core skills necessary to access all other areas of the curriculum.
- From that, children will then be in a position to fill knowledge gaps and extend knowledge of facts.
- As children have not been in formal education for several months, developing their stamina, concentration levels and ability to focus during the school day is paramount. This can be facilitated via brain and physical breaks and an engaging and exciting curriculum.
- Children's physical health has suffered due to months of reduced activity and school will provide ample opportunities for children to recover their fitness levels and encourage healthy eating habits.
- It has been widely reported that lockdown has negatively impacted children's mental health. As a school we are fully committed to providing a safe space for children to discuss their emotions and to support them during these difficult times with appropriate talk and listen times and PSHCE activities. All teaching and support staff have been trained in mental health first aid and will proactively monitor and support children who are struggling emotionally.
- In the event of school closure or self-isolation, Ewanrigg Junior School will continue to provide education and to support our children using remote learning - setting both online and offline activities and learning opportunities.
- All communication between home and school needs to be conducted using Seesaw. This will allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers will be able to schedule learning in a way that does not overwhelm our children or families. Teaching and learning will be tailored allowing for replication of classroom activity to the best of our ability and suited to the learning needs of the child.

FLEXIBILITY OF LEARNING

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. An understanding of and willingness to adapt to, these difficulties, on all sides, is essential for success.
- Where access to devices and the internet is difficult, paper packs of work will be delivered to the children.

STAFF ROLES AND RESPONSIBILITIES

Designated safeguarding leads role

The DSL and safeguarding team are responsible for:

- Contacting vulnerable families and recording these calls on CPOMS
- Attend any virtual meetings
- Complete any necessary paper work for safeguarding
- Weekly welfare checks
- Liaise with teaching staff regarding any concerns

Teachers

Teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they are 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.

Teachers are responsible for:

- Setting work
- Updating CPOMS and the DSL with any welfare concerns
- Class teachers will provide approximately 4 hours of learning activities per day for their pupils this includes reading;
- Activities should include one English (reading and writing based on a book), spelling, one maths; and one other curriculum subject, including Physical Education.
- Children will also have daily tasks of TT Rockstars, IDL personalised lessons for maths and English and independent reading,

- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home. Teachers should not assume that a home has access to a printer to print anything;
- Work will be uploaded to Seesaw;
- Upper and Lower School Teams will coordinate with other teachers to ensure consistency of approach and experiences. SLT will monitor this.
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children and parents through the SEESAW;
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9:00am - 3:30pm;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development, SEND tasks etc.;
- If unwell or unavailable themselves, be covered by another staff member for the sharing of activities. Follow up of messages on the SEESAW during this time may be delayed while the teacher is unfit to work.
- Monitor online engagement and contact those who are not completing work or refer to Senior Learning Mentor for a welfare call. These should be recorded on CPOMS.
- Track progress of the children from the work that they have completed.
- All teachers have been provided with an iPad and Apple pencil.

RESPONDING AS APPROPRIATE TO PARENTS

129/134 child contacts are currently signed up to the family access Seesaw account.

- Regular contact with parents is expected. This can be done through Seesaw announcements only. If a telephone conversation is needed following Seesaw then this can be done.
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address);
- If a teacher receives an announcement via Seesaw from a parent with regards to a query or concern that they cannot answer, then advice will be sought from the SLT. Teachers may be asked to provide a response or comment on a response to a parental query after it has been discussed with a member of the SLT. On most occasions a member of the SLT will respond directly to the parent.

- Planned welfare calls will be undertaken by Senior Learning Mentor, who needs to use the school mobile to call.
- Teachers will contact all children by a phone call once per half term.
- Non-engagement concerns should be passed to Senior Learning Mentor every Monday and Wednesday and parents will be subsequently contacted by phone. These calls need reported on CPOMS.

PUPILS AND PARENTS

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

STAFF CAN EXPECT PUPILS TO:

- Try their best to complete at least some of the activities provided on a daily (weekday) basis;
- Do some reading (or listen to some reading) every day;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Seek help if they need it from adult(s) at home if possible and/or their class teacher;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.
- Have fun.

STAFF CAN EXPECT PARENTS TO:

- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc.;
- Ensure their child accesses and engages with SEESAW posts and other online learning from their teacher;
- Know they can continue to contact their class teacher as normal through the SEESAW if they require support of any kind;
- Seek help from the school if they need it;
- Be respectful when making any complaints or concerns known to staff;
- Confirm that they are happy for their child's work to be uploaded to the school website
- Check their child's completed work each day and encourage the progress that is being made;

- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

LESSON STRUCTURE

Lessons range in structure.

- Some lessons are pre-recorded lessons for our children. These are usually through Oak Academy, White Rose Maths or through Loom.
- Some lessons have activities with a voice recording of instructions.
- Appropriate and approved You Tube videos are used -especially for PE.
- Links to personalised learning activities are provided for the children via Seesaw

Please note- when a teacher is recording themselves for a lesson there are guidelines to adhere to.

- Plain background
- Professional dress code

FEEDBACK

The amount and detail of marking will vary somewhat according to the age and ability of the pupil. Positive feedback and the teacher's assessment of what has been understood are the most important element of marking. We need to help pupils see and understand where they can improve. It is essential that pupils respond to the marking in their books or on Seesaw, so that teachers can monitor the efficacy of the marking and to provide evidence of a dialogue between the pupil and the teacher. There should be time during the day/week to allow pupils to look at the marking, correct or think about mistakes and understand their next step.

Types of marking

- Self-marking
- Self and peer assessment
- Verbal feedback

As appropriate adults should follow the existing marking procedure, (tickled pink, green for growth) via Seesaw. Children should edit and improve their work. Where possible, children should uplevel their work using a purple pen- paper or online.

SUPPORT STAFF

Support staff should be available during their normal working hours on the days they are normally required in school. If they are 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.

Support staff may:

- Update CPOMS and DSL with any concerns
- Set and mark work for their target group.

- Liaise with class teacher with regards to any queries, issues or planning etc.
- Work on specific tasks as required by the Head Teacher;
- Undertake remote and/or online CPD training;
- Attend virtual meetings with colleagues.
- All teaching assistants have been provided with an iPad and Apple pencil.

SUBJECT LEADERS

Subject Leaders may:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;
- Monitor the work set by teachers in their subject - explain how they will do this, such as through regular meetings with teachers or by reviewing work set;
- Adapt planning to use world events as a focus point as and when they arise
- Alert teachers to resources they can use to teach their subject.

SENDCO

The SENDCO is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During a period of enforced school closure the SENDCO will continue to:

- Update CPOMS and DSL with any concerns
- Lead on liaison with SEND pupils at home and their families;
- Cascade any significant information through CPOMs
- Ensure completion of necessary SEND paperwork and/or applications;
- Lead on organisation of home learning paper packs
- Attend any virtual meetings

SENIOR LEADERSHIP TEAM (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school;
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;
- Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;

- Oversee the ongoing wellbeing and CPD of teaching assistants.

PROVIDING DEVICES TO CHILDREN

Ewanrigg Junior School has completed a survey of home devices and access to the internet. From this, we are providing Lenovo tablets to children who only have a mobile phone to work on. We are also providing internet facilities to the children who do not have access via Dongles and free SIM cards.

VULNERABLE AND SEND CHILDREN

All vulnerable and SEND children have been offered a place in school. For those who have not accepted a place, regular welfare calls are made by the Senior Learning Mentor.

DATA PROTECTION

Accessing personal data

When accessing personal data, all staff members will:

- Only use their official school email account and never use personal messaging systems;
- Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises

Sharing personal data

- Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online.

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);
- 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.

Who to contact if:

- Issues in setting work - initially contact child's class teacher using Seesaw
- Issues with behaviour - contact the child's class teacher using Seesaw
- Issues with IT - contact Mrs Hampson using Seesaw
- Issues with their own workload or wellbeing - contact their line manager or Yvonne Craig Head Teacher using school email system or WhatsApp

- Concerns about data protection -contact Yvonne Craig Head Teacher who will liaise with the data protection officer using school email system
- Concerns about safeguarding - contact the DSL Yvonne Craig or DDSLs Mrs McGlasson and Mrs Dawson, as set out within the school's Child Protection Policy using school email system or Whatsapp. School Mobile number can also be used - 07449 444929
- If parents have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Yvonne Craig Head Teacher or a member of the SLT using school email system or Seesaw

SCHOOL MOBILE NUMBER

07449 444929

EMAIL FOR PARENTS TO USE

covid@ewanrigg.cumbria.sch.uk