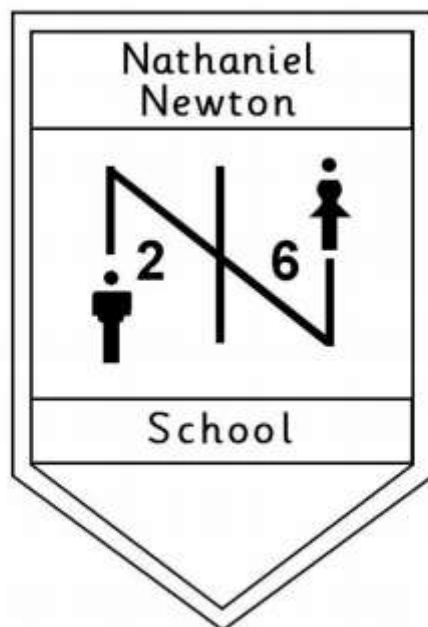


Nathaniel Newton Infant School



Continuity of Learning Policy

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 educational 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 in the event of further disruption to learning, taking into consideration the age of our children at Nathaniel Newton Infant School.

The policy sets out the systems and technology that staff will use to maintain the learning experience for children, along with details of how they can be used effectively and safely, while allowing for the differing needs of families. The policy focuses on the Early Years Foundation Stage and the National Curriculum offer of NNIS to provide a deep learning experience for the child, whilst also considering staff workload.

This policy has been written in co-ordination with the school's Online Safety Policy, Acceptable Use Policy and Staff Code of Conduct Policy.

2. THE RESEARCH

The Education Endowment Foundation (EEF) published a rapid evidence assessment on Remote Learning in April 2020. In summary, the findings were:

- Teaching quality is more important than how lessons are delivered: pupils can learn through remote teaching but what matters most is ensuring the elements of effective teaching are present, e.g. clear explanations, scaffolding and feedback .
- Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers/tablets and the internet. The lack of technology is a major barrier to successful remote instruction, not only for pupils but also for staff.
- A variety of different approaches to remote learning suits different tasks and types of content, e.g. content presentation, games for learning, retrieval practice and self-quizzing.

3. REMOTE LEARNING EXPECTATIONS

When a class, group or small number of pupils needs to self-isolate, or local restrictions require pupils to remain at home, Nathaniel Newton will offer immediate remote education. We will ensure that such provision is high-quality and aligns as closely as possible with in-school provision. When teaching pupils remotely, we will

- 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 have clear expectations 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 revising material or simplifying explanations to ensure the children's understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

4. 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 technology may work differently on different devices. Some parents will have plenty of time to support their children's learning, while others will be working from home themselves and may have much less time, and some children will be able to work more independently than others or need greater challenge.

Due to these considerations we will provide a flexible approach to remote learning. We will not be providing a full school day of 'live' lessons as this will be unmanageable for the majority of families and would subject children to a large amount of screen time per day. We will provide 3 hours per day of both online and offline learning activities across the curriculum, so that pupils can work their way through learning as and when they are able.

5. ROLES AND RESPONSIBILITIES

Teachers will be available between 8:30am and 3:30pm. 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 are responsible for:

- Setting a weekly and daily timetable of sequenced work for their class, mirroring the lessons being covered in the classroom at that time, with accompanying videos, slides, worksheets, online activities etc.
- Questioning, assessing and checking work to determine how well children are progressing through the curriculum. (Through class email and/or Purple Mash for KS1 and Tapestry for Reception)
- Providing feedback to individuals, groups of pupils or the whole class. (Through class email and/or Purple Mash for KS1 and Tapestry for Reception)
- Keeping in touch with pupils and parents via school email, MS Teams or on the phone.

Teaching Assistants will be available between 8:30am and 3:10pm (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 class teaching and learning through MS Teams.
- Continuing to develop their own capabilities in areas such as RWI Phonics and SEN training.

Senior Leaders are responsible for:

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

Designated Safeguarding Leads are responsible for:

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

6. Continuity of Learning

While we understand that remote learning may be easier for some families than others, it is vitally important to keep regular learning going during partial or full closures, to help reduce the adverse impact on children's education.

- Staff will post weekly flexible timetables, with daily activities, on the 'Year Group' section of the school website, including resources and links, with some through Purple Mash KS1 and Tapestry (Reception), to support the learning. These will outline a range of online and offline learning activities in a variety of subject areas, providing access to a coherent curriculum, replicating what would have been taught in class wherever possible. These can be completed in any order and a time that suits the family.
- Extra links to age appropriate interactive and online resources, such as websites/games to further enhance learning, will be provided on the 'Year Group' section of the school website. We appreciate that some families may not be able to engage with the full timetable.
- To aid and enhance teacher assessment of a child's learning and subject knowledge, it is vital that parents/carers return completed home learning to school. This can be either via photographs/documents to class teacher email, via Tapestry for Reception or by using the hand in section if an activity is set on Purple Mash for KS1. If this interactive response is not available to families, then children must bring completed home learning in with them on their return to school.

7. Providing further 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 classroom staff will be holding short video calls with children, or contacting them by telephone, on a regular basis. This will provide teachers and pupils with the opportunity to talk about how things are going, and will help to maintain a sense of being part of a class. This will be done using school mobile phones, class emails or MS Teams.

Staff will ensure that

- Communication between staff and children/families will be through the authorised school systems and not through email or personal social media accounts. All contact must 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 that the child is safe and using the technology appropriately.
- Children must take part in the meet up 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 using appropriate language and behaviour when nearby or in the background. Blurred or virtual backgrounds are recommended.
- Teachers will make sure all children have left the call correctly once it is finished, before turning off any devices.
- Screenshots, photos or recordings of MS Teams video calls 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 to take into account.
- Staff should screen record any video calls made through MS Teams to ensure safeguarding standards are adhered to. Both staff members and other participants will give permission for the screen record to take place. If agreements are not in place, other methods of contact should be used instead, such as school phone or email. The video recordings must stay in MS Teams and links are not to be shared or saved.
- No staff member will contact parents or children on MS Teams outside of any pre-arranged meeting.
- Staff will ensure appropriate security settings are in place for the meeting, and only grant access to the expected registered users.
- Staff should not use personal devices and should only use the school provided equipment.

8. PROVISION OF DEVICES

If a child does not have access to a computer/laptop/tablet/phone and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

The Department for Education has stated that schools can order devices for disadvantaged children in Years 3 to 11 who are unable to attend school. However, infant school children from Reception to Year 2 are not entitled to this.

9. OUR REMOTE LEARNING OFFER

Circumstance	Remote Learning/ Responsibilities
A child is absent because they are awaiting test results and the household is required to self-isolate. The rest of the school bubble is attending school and being taught as normal.	<ul style="list-style-type: none"> - Weekly timetable uploaded to 'Year Group' section on website. - Access to daily flexible activities including both online and offline activities. - Learning areas include; Maths, English, and topic reflecting in-class learning. - Regular email contact from the class teacher and feedback on work completed at home.
A 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. *	<ul style="list-style-type: none"> - Weekly timetable uploaded to 'Year Group' section on website. - Access to daily flexible activities including both online and offline activities. - Learning areas include; Maths, English, and 'topic' reflecting year group learning. - Regular email contact from the class teacher and feedback on work completed at home. - Within isolation period an individual MS Teams meet or individual phone call.
A staff teaching member is self-isolating but the class bubble is not. *	<ul style="list-style-type: none"> - Teacher to attend Planning, Preparation and Assessment (PPA) session virtually, virtually attend assembly commitments, staff meetings and/or other training. - Teach the class interactively through MS Teams with teaching assistant in the classroom to facilitate the learning. - Teachers to continue to develop personal CPD including phonics through RWI Portal and SEN knowledge through NASEN website. - Teachers to use this time to develop their personal curriculum area and develop subject knowledge.

<p>A teaching assistant is self-isolating, class bubble may or may not be self-isolating. *</p>	<ul style="list-style-type: none"> - Develop personal CPD including phonics through RWI Portal and SEN knowledge through NASEN website. - Supporting teaching and learning through MS Teams.
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* Above providing the staff member is healthy and well.

Review dates for policy

Policy Written by: Miss T Ford

This policy was approved by the governing body in: November 2020

To be reviewed: March 2021