

Brandwood Community Primary School

Remote Home Learning Policy

Approved by the Teaching & Learning Governor Committee: May 2025
Review Date: May 2026

Rationale

This policy provides a coherent framework for teachers to utilise when planning, supporting, and monitoring all levels of remote home learning, when required. It is essential to be fully prepared for all eventualities and ensure all involved are confident to provide, deliver, support, and access the planned provision if government advice requires any of the following: individual or household self-isolation and class or school closure.

Remote home learning in any of these eventualities will align as closely as possible with in-school provision and the development of the capacity to do so will be carefully planned and regularly evaluated by the senior leadership and teaching staff team, alongside analysis of levels of engagement. Our remote home learning offer will vary, to meet the needs of all individuals in each class and the reasons for remote learning: individual or household self-isolation, temporary class closure and isolation or school closure. Whenever any child or class is learning remotely at home there will be regular, direct contact with the class teacher or a member of the senior leadership team to ascertain the effectiveness of the provision and engagement with it by those involved. The intention is to provide guidance, support, and alternative provision where necessary.

In-school provision alongside the revised homework strategy will continue to support and improve remote home learning in terms of familiarity and confidence when accessing online learning platforms or written tasks and routinely completing schoolwork at home. Increased opportunities for all classes to access their learning via Microsoft Teams during school time have been planned so that they can complete tasks as independently as possible at home, when required.

Policy Aims

The senior leadership team and wider staff team aim to:

- ❖ Ensure significant financial and time commitment is invested in providing high quality resources and an effective, quality assured framework for remote home learning
- ❖ Establish senior leadership team responsibility for quality assurance, ensuring availability of high-quality remote education resources (including IT devices for all learners), consistency of standards and highly effective and regular home-school communication
- ❖ Consult with the relevant SENDCo, EYFS and EAL lead regarding the remote home learning strategy to ensure the tasks set are accessible and reflective of the needs of all learners, working with families to deliver a broad and ambitious remote home learning curriculum
- ❖ Consistently provide remote home learning that is carefully planned and monitored to ensure it is of a high standard throughout school and completed as expected
- ❖ Regularly evaluate and source online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- ❖ Provide high-quality printed resources, such as work packs and text books, for those who do not have suitable online access
- ❖ Provide electronic devices (iPads) on loan to all families (the same device that is assigned to each child in school) with all suitable applications downloaded to support remote home learning
- ❖ Provide a dedicated IT Accessibility helpline to support parents, carers and learners with any IT resourcing, access or device related issues
- ❖ Provide 'live' lessons during class closure with clear explanations of new content delivered by a class teacher or teaching assistant or for those who cannot access the live offer, links to high quality teaching videos e.g. National Oak Academy, as an alternative recorded teaching offer for individual isolators
- ❖ Provide opportunities for interactivity during class closure, including questioning and reflective discussion, when working remotely and use assessment to ensure teaching is responsive to needs and addresses any critical gaps in knowledge

- ❖ Provide all learners with regular remote support and feedback to master the curriculum and make good progress when working remotely (during class closure or school closure, and to a lesser extent during individual isolation)
- ❖ Share clear expectations of remote home learning with parents and carers and actively engage with them to support the completion of tasks set
- ❖ Provide parents, carers, and learners with regular, clear guidance to support them to access all planned remote home learning and opportunities to raise queries or concerns
- ❖ Foster a mutually supportive home-school relationship with regards to confidently engaging with short or extended remote home learning
- ❖ Ensure there are regular opportunities in school for each class to access their designated online platforms with support and guidance to develop confidence and independence
- ❖ Encourage the development of enthusiasm, perseverance and self-discipline in learners when learning at home by celebrating individual remote home learning achievements via remote communication
- ❖ Provide parents and carers with regular updates on their child's progress and achievements

Remote Home Learning

Short or Extended Term Individual Self-Isolation

In the event of government advice requiring any individual short term self-isolation, any affected individuals, who are not unwell, will receive an IT device (iPad) an initial remote home learning work pack, in addition to their regular homework, for the time they have to self-isolate. In terms of curriculum content, the work provided for individual, short or extended self-isolation periods will match as closely as possible to the provision the child would have received in school.

Tasks set will be accessible whilst also reflective of the taught lesson objectives for that period, as much as possible. Daily teaching inputs (live or recorded teaching video links) will also be provided by the class teacher or teaching assistant.

The class teacher or a member of the senior leadership team will contact the family directly from the outset of the initial self-isolation period (whether it is extended or not) to confirm whether the situation at home is conducive to learning, e.g. it may be that further members of the family or the child concerned have become symptomatic. Regular text messages will include recorded teaching videos and reminders about the expectation to complete the work sent in the work pack.

Class Extended Term Self-Isolation or School Closure

Should government advice result in the closure of a class or whole school closure that required an extended period of self-isolation for all members of that class, the impact of the closure on learning would be negated as much as possible. As such, each child will take home their assigned electronic device (iPad) to ensure all aspects of remote home learning can be accessed and in terms of curriculum content, the work provided will match as closely as possible to the provision the child would have received in school. The English provision provided will focus on reading, grammar and spelling during remote home learning. Then on return to school, the English provision will focus on writing to allow for the face-to-face teaching and appropriate teacher intervention. In this instance the following strategies would be actioned for all those affected in any class in Y1-6:

- ❖ Individual phone calls home, from the class teacher, for each child concerned to reiterate why they need to self-isolate, the date of their return to school and the expectations for remote home learning initially and over the isolation period (a pre-prepared 'script' for this phone call will be provided by the relevant member of SLT)
- ❖ The phone call will also focus on ascertaining if there are any issues that may prevent access to remote home learning and how the school can support, if necessary
- ❖ The remote home learning timetables (option 1 and option 2) will be available in the remote home learning section of the website and a link will be sent to parents and carers as soon as possible (**Appendix 2**)
- ❖ A text message will be sent to parents and carers with instructions for their child with regards to tasks they should complete that day (if they have their resource packs it will indicate which worksheets to complete and if not, there will be link to follow to access their work via Microsoft Teams)

- ❖ A remote learning pack will be sent home with each child (or through a socially distanced collection slot if the class are informed of the closure whilst not in school)
- ❖ INA, EHCP and SEND learners will receive individualised resources and work packs
- ❖ The work packs will include:
 - ❖ **Remote Home Learning Pack** (handed out on the day of closure):
 - Stationery (pen, pencil, coloured pencils, paper - plain, lined, squared)
 - Individual password sheet
 - Relevant online platform instruction guides (step-by-step guide)
 - Knowledge organisers (topic and science)
 - Remote home learning timetables (option 1 and option 2)
 - Phonics activities (EYFS and Y1)
 - Grammar activities
 - Reading comprehension activities
 - Spellings
 - Handwriting activities
 - Arithmetic tests
 - Multiplication tests
 - Maths tasks
 - Topic (history or geography) activities: topic comprehension, written tasks, research or linked art activity with clear explanations and linked videos or websites if appropriate
 - Art tasks
 - Science tasks
 - RE tasks
 - PSHE and wellbeing activities
 - Homework activity sheet
- ❖ By day 2 of class closure, at the latest, 'live' online Microsoft Teams timetables will be activated for all subjects with recorded teaching video links posted on the website for those unable to access the 'live' lessons
- ❖ Teachers will teach a 'live' online English reading and maths lesson daily as well as weekly maths and spelling tests. In addition, science, topic (history or geography), art, RE and PSHE and relationships education will be taught every week via 'live' lessons, which may also include a recorded teaching input followed by a 'live' session with the class teacher to recap the main teaching points and explain the task set
- ❖ Learners working below age related expectations, those with SEND or an EHCP will receive an individualised 'live' teaching input
- ❖ After each 'live' teaching session, learners will complete an independent activity before rejoining the Teams session to mark the work with the class teacher and receive feedback (in some instances, the teacher will stay on the 'live' session whilst learners complete the independent activity to offer support as required and to complete mini plenaries)
- ❖ PE and music will be taught using recorded teaching video links and tasks which do not rely on the use of equipment and will focus on skills that can realistically be practised at home
- ❖ Any topics and skills missed during the time of closure will be prioritised on the return to school
- ❖ The weekly timetable will include dedicated time for learners to access personalised reading resources alongside reading that links to the planned topic work (e-book links set by the teacher) and personalised maths tasks set using the appropriate online learning platform (details available on the homework activity sheet and remote learning timetable)
- ❖ The work in the resource packs will link directly to the lessons taught and will be labelled to match each lesson
- ❖ Any absent learners will be contacted by the class teacher, during independent task time, to ascertain the reason for absence and to support the child concerned to access the work set
- ❖ Regular, direct contact will be maintained with all families by a nominated staff member, if the class teacher is unwell (by telephone)
- ❖ The SENDCOs, Designated Safeguarding Lead and Teacher for LAC (Looked After Children) will maintain regular contact with all identified families to provide support and guidance and signpost to additional support services where required
- ❖ The SENDCOs, DSL and Designated Teacher for LAC will maintain all reviews remotely and liaise with external agencies to ensure support is provided where required
- ❖ Parents and carers will be kept informed of their child's achievements through weekly text messages informing them of their maths and spelling scores and their engagement with the online reading tasks

All contact with families will be mindful of the potential pressures and anxieties that may be being experienced during temporary class or school closure so that staff are aware of the reasons why remote home learning may not be completed. They will ascertain the reasons why sensitively and will respond accordingly.

Roles & Responsibilities

Senior Leadership Team Responsibilities:

- ❖ Leading the collation and distribution of short or extended term remote home learning packs in liaison with class teachers
- ❖ Directing the relevant members of the admin and support staff team re collating and posting work packs, as required
- ❖ Monitoring the quality of all remote home learning provision throughout school
- ❖ Liaising with the school business manager regarding all relevant resource orders and deliveries (including during class or school closure)
- ❖ Provide a dedicated IT Accessibility helpline to support parents, carers and learners with any IT resourcing, access or device related issues
- ❖ Monitoring levels of compliance and engagement with remote home learning via the outcomes of regular pastoral calls and online activity in liaison with the relevant class teacher
- ❖ Providing additional remote home learning support for identified SEND or INA individuals and their families, in liaison with the SENDCo and EAL lead
- ❖ Supporting class teachers to liaise with individuals who are self-isolating with their household and their parents and carers, as appropriate, when providing feedback re the work completed
- ❖ Ensuring staff are fully trained, competent and confident to use the home learning online platforms and remote home learning system (Microsoft Teams)
- ❖ Promoting engagement with remote home learning and devise systems to celebrate the regular compliance with home learning completed to a high standard (postcards home)
- ❖ Conducting parent and carer surveys re remote home learning and collating the results to inform self-evaluation and further improvement planning
- ❖ Monitoring the security of the remote home learning system of communication, including data protection and safeguarding considerations (Microsoft Teams)

Class Teacher Responsibilities:

- ❖ Producing differentiated remote home learning packs that are linked to the planned curriculum and of equivalent length to the core teaching learners would receive in school during periods of class or school closure, including for individual learners self-isolating
- ❖ Setting personalised work on the agreed learning platforms regularly for remote home learning, appropriate to the ability of all individuals, if necessary
- ❖ Preparing electronic devices (iPads) assigned to each child in school, to be taken home during periods of remote home learning and support the school business manager to ensure the safe return of all devices at the end of this period
- ❖ Maintaining regular, direct contact with all families during periods of class or school closure by telephone and text message (task reminders)
- ❖ Monitoring if the remote work set is being completed and amending set work as necessary (phone calls)
- ❖ Providing feedback on remote home learning tasks via Microsoft Teams (instant feedback during interactive teaching sessions and written feedback on uploaded work via Purple Mash or Microsoft Teams), online learning platforms (where applicable), text messages and regular phone calls (particularly during individual isolation)
- ❖ Utilising recorded teaching videos and Microsoft Teams to provide direct teaching and communication with learners during periods of class or school closure
- ❖ Liaising with the senior leadership team, DSL, SENDCo or EAL lead regarding any learners in need of additional support or further differentiated resources

Parent & Carer Responsibilities:

- ❖ Encouraging their child to complete the set daily remote home learning tasks
- ❖ Encouraging their child to do their best with all tasks set, without adding unnecessary pressure
- ❖ Ensuring the electronic device on loan from school is taken care of, in line with the loan agreement signed, and is returned to school in the same condition it was received in

- ❖ Providing a convenient opportunity and appropriate workspace for their child to complete their remote home learning tasks in the time set
- ❖ Ensuring that parental controls are in place whilst their child is accessing the internet
- ❖ Carefully monitoring their child whilst accessing the internet and the identified learning platforms, including Microsoft Teams, to ensure they are being used safely and appropriately
- ❖ Encouraging their child to complete their remote home learning tasks as independently as possible and liaising with the class teacher about their ability to do this by telephone
- ❖ Contacting school via telephone or email to discuss any issues they have accessing the online learning platforms or any concerns they have about their child (including any learning or wellbeing concerns they may need additional support with)

Policy Monitoring & Evaluation

This policy will be monitored by the Senior Leadership Team on and by the Teaching and Learning Governor Committee as required. Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, learners, parents, and carers understand and meet their responsibilities in the event of remote home learning being necessary on a large scale. If remote home learning is activated as part of the agreed provision for a child with significant special educational needs, this will be monitored by the relevant SENDCo and the arrangements reported to Governors, as appropriate to each case.

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Option 1 ~ Remote Home Learning Timetable

Y4	9 am	9.20am	10am	10.30am	10.45am	11am	11.30am	12pm	1pm	2pm		3 – 3:30pm
Mon	Microsoft Teams English Reading Input	Independent Task Time Complete English Reading task	Microsoft Teams English Reading Marking & Feedback	Break	Microsoft Teams Maths Input	Independent Task Time Complete maths task	Microsoft Teams Maths Marking & Feedback	Lunch	Microsoft Teams Grammar Input	Microsoft Teams Times Tables Test	2.30pm Music	Microsoft Teams Class Assembly
									1.15pm Independent Task Time Complete grammar task			
									1:45pm Microsoft Teams Marking & Feedback			
Tues	Microsoft Teams Class Assembly	Microsoft Teams English Input 9.40-10.15 Independent Task Time Complete English Reading task	10.15-10.30 Microsoft Teams English Reading Marking & Feedback	Break	Microsoft Teams Maths Input	Independent Task Time Complete maths task	Microsoft Teams Maths Marking & Feedback	Lunch	Microsoft Teams History or Geography Input	Microsoft Teams PSHE & Relationships Lesson	2.45pm Microsoft Teams Spelling Input	Independent Task Time Complete Spelling task
									1.15pm Independent Task Time Complete History or Geography task			
									1:45pm Microsoft Teams Marking & Feedback			
Wed	Microsoft Teams English Reading Input	Independent Task Time Complete English Reading task	Microsoft Teams English Reading Marking & Feedback	Break	Microsoft Teams Maths Input	Independent Task Time Complete maths task	Microsoft Teams Maths Marking & Feedback	Lunch	Microsoft Teams Art Input	Microsoft Teams Computing Input	Microsoft Teams Picture News	
									1.15pm Independent Task Time Complete Art task			
									2:45pm Microsoft Teams Computing Marking & Feedback			
Thur	Microsoft Teams English Reading & Spelling Input	Independent Task Time Complete English Reading & Spelling task	Microsoft Teams English Reading Marking & Feedback	Break	Microsoft Teams Maths Input	Independent Task Time Complete maths task	Microsoft Teams Maths Marking & Feedback	Lunch	Microsoft Teams RE Input	Microsoft Teams Spelling Test & Arithmetic Test	Microsoft Teams Class Assembly	
									1.15pm Independent Task Time Complete RE task			
									Microsoft Teams 1.45pm Marking, Feedback & Work Submission			
Fri	Microsoft Teams Grammar Input	Independent Task Time Complete Grammar task	Microsoft Teams Grammar Marking & Feedback	Break	Microsoft Teams Maths Input	Independent Task Time Complete maths task	Microsoft Teams Maths Marking & Feedback	Lunch	Microsoft Teams Science Input	PE	Microsoft Teams Class Assembly	
									1.15pm Independent Task Time Complete Science task			
									Microsoft Teams 1.45~2pm Marking, Feedback & Work Submission			

As it is recommended that the children complete two hours of PE a week, please ensure your child uses the additional link sent by text message to complete their extra PE slot while they are isolating. When they do this is entirely your choice. Thank you for your support.