**Organisation of online learning in the event of school/bubble closure**



In the event of the school, or a bubble, being closed for a sustained period of time, we will provide pupils with the following online provision.

*First two days:*

Pupils will be given an ‘emergency pack’ of work to undertake at home. This will consist of textbooks/paper based activities which should be completed at home. During this period class teachers will make preparations to commence online learning for the class from day 3.

*From day 3 onwards:*

Teachers will provide 3 or 4 online live lessons per day, all to take place in the morning. These will be livestreamed via the classroom or from teachers’ homes, depending on the situation in school. Lessons will be in English, Maths and one other subject (which can be rotated). Lessons will take the form of an input and then a chance for pupils to work on tasks provided (either on the Google Drive or from textbooks). Teachers will stay online whilst pupils work to answer any questions etc. There should be a break of about 15minutes in between each session, enabling children to rest and teachers to prepare the next session.

Lesson inputs will be recorded so that pupils can access the input later. This is important for siblings who need to share a device. This might mean that after the input, the teacher goes offline for a brief period to upload the recorded lesson for others to access.

For the most part, pupils should complete work in books/on paper, and photo this to upload for teachers to ‘mark/assess’, in the afternoons. Completed work will be acknowledged by the teacher in line with the school’s marking policy.

In the afternoons children will be set ‘project type’ work or activities that can be completed away from a screen; they should not be working at a screen for more than three hours a day.

If a child has to self-isolate at home for a period of more than three days and is well enough to participate, we will arrange for lesson inputs to be recorded for them and uploaded to Google classroom, along with the accompanying work/activities to be completed at home. Such pupils can upload completed work to be marked/acknowledged by their class teacher. Parents/pupils can email teachers or TA’s to ask for support with particular pieces of work (via video conferencing) if this is needed.

Example timetable:

|  |  |  |
| --- | --- | --- |
|  | AM | PM |
| Activities: | 9.00-9.15: Lesson input 1  9.15-9.45: Children to complete associated tasks at home. Teacher to be accessible to pupils who need support.  BREAK  10.00-10.15: Lesson input 2  10.15-10.45: Children to complete associated tasks at home. Teacher to be accessible to pupils who need support.  BREAK  11.00-11.15: Lesson input 3  11.15-11.45: Children to complete associated tasks at home. Teacher to be accessible to pupils who need support.  BREAK  12.00: Lesson input 4; Teachers to talk to the children about an Art/Music/Project/PE etc related activity that they should complete in the afternoon. | Time for teachers to mark/assess work, communicate with pupils and parents, upload lesson input sessions, plan and prepare etc |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson | Time | Lesson Input times  *(staggered to enable siblings to share devices)* | | | | | | |
| Lesson 1 | 8.45-9.00 | EYFS | Yr 1 |  |  |  |  |  |
|  | 9.00-9.15 |  |  | Yr 2 | Yr 3 |  |  |  |
|  | 9.15-9.30 |  |  |  |  | Yr 4 | Yr 5 |  |
|  | 9.30-9.45 |  |  |  |  |  |  | Yr 6 |
| Lesson 2 | 9.45-10.00 | EYFS | Yr 1 |  |  |  |  |  |
|  | 10.00-10.15 |  |  | Yr 2 | Yr 3 |  |  |  |
|  | 10.15-10.30 |  |  |  |  | Yr 4 | Yr 5 |  |
|  | 10.30-10.45 |  |  |  |  |  |  | Yr 6 |
| Lesson 3 | 10.45-11.00 | EYFS | Yr 1 |  |  |  |  |  |
|  | 11.10-11.15 |  |  | Yr 2 | Yr 3 |  |  |  |
|  | 11.15-11.30 |  |  |  |  | Yr 4 | Yr 5 |  |
|  | 11.30-11.45 |  |  |  |  |  |  | Yr 6 |
| Final lesson | 11.45-12.00 | EYFS | Yr 1 |  |  |  |  |  |
|  | 12.00-12.15 |  |  | Yr 2 | Yr 3 |  |  |  |
|  | 12.15-12.30 |  |  |  |  | Yr 4 | Yr 5 |  |
|  | 12.30 |  |  |  |  |  |  | Yr 6 |

**Responsibilities**

**Teaching Staff will:-**

* Create a weekly online timetable of lessons which adhere to the times stipulated above
* Share teaching and activities with their class through the Google Classroom platform;
* Continue teaching in line with current planning that is already in place throughout the school and adapted for the needs of pupils within the class context
* Appreciate that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
* Keep in contact with children/parents through email or during lessons.
* Reply to messages, set work and give feedback on activities during the normal teaching hours 8.40 am – 3:30pm;
* Acknowledge and feedback on work where necessary
* 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;
* Contact parents and children if work is not completed or to a satisfactory standard
* If a teacher is unwell then the lesson inputs will be taught by their year partner. However, year partners will only be able to mark/acknowledge work completed by their own class, due to the number of pupils involved.

**Teaching Assistants will:-**

* Support class teachers in providing learning opportunities for children
* Attend virtual calls with class teachers
* Support class teachers in feedback to pupils
* Plan and create personalised learning for identified individuals within the class
* Support teachers to contact parents and children if work is not completed or to a satisfactory standard
* Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development
* Support teachers to contact parents and children if work is not completed or to a satisfactory standard
* Reply to messages, set work and give feedback on activities during the normal school hours 8:40 am – 3:30pm

**Senior Leaders will:-**

* Co-ordinate the remote learning approach across the school
* Monitor the overall effectiveness of remote learning through meetings with teachers and subject leaders, reviewing work set and reaching out to pupils and parents for feedback
* Monitor the security of remote learning systems, including data protection and safeguarding considerations
* Work as a team to ensure the highest quality virtual education is provided for our children

**Designated Safeguarding Lead (DSL) will: -**

* Identify ‘vulnerable’ pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning with the Deputy Designated Safeguarding Lead and the Local Authority Link Co-ordinator
* Arrange for regular contact to be made with vulnerable pupils and their parents, prior to the period of remote learning.
* Make phone calls to vulnerable pupils/parents using school phones where possible.
* Arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
* Contact with vulnerable pupils’ social workers or other care professionals during the period of remote working, as required.
* Meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
* Ensure that all members of staff report any safeguarding concerns to the DSL immediately.
* Encourage contact to the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns

**Children will:-**

* Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
* Be given several days to complete a task to allow for sharing of devices within the family
* 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
* Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
* Read daily, either independently or with an adult for at least 15 minutes in KS1 and 20 minutes in KS2
* 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.

**Parents will be asked to:-**

* Support their child’s learning to the best of their ability;
* Encourage their child to access and engage with online work set by their teacher;
* Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform
* Know they can continue to contact their class teacher as normal through year group emails
* Check their child’s completed work each day and encourage the progress that is being made
* Be mindful of the privacy of other pupils who are accessing the online learning at the same time as their own children
* Be respectful of teachers’ own well-being, individual personal circumstances and home environment, particularly if a lesson is being delivered from a teachers’ own home
* Be mindful of the mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax