



Bradshaw Hall Primary School

**Bradshaw Hall Primary School**

**Vernon Close,  
Cheadle Hulme,  
SK8 6AN**

Date Created: Date Reviewed:	Autumn 2020
Date Ratified & Adopted by the Governing Board:	Autumn 2020
Signed - Head Teacher	
Signed - Chair of Governing Board	
Next Review:	Autumn 2021
Comments:	

# BLENDDED AND REMOTE EDUCATION POLICY



# Bradshaw Hall Primary School

## Remote Education Plan

### Blended and Remote Education Policy

Monday 12<sup>th</sup> October 2020 and beyond

This policy covers the support for pupils in the event of Remote-Learning being implemented.

Blended-Learning is a style of education in which pupils learn via electronic and online media **as well as** traditional face-to-face teaching. Here at Bradshaw Hall this is incorporated in our day to day delivery of Education throughout school.

Remote-Learning is whereby pupils access **all** their learning through electronic and online media.

### Remote Education: Purpose of Plan

**Section 1** of this Plan outlines the actions the school will take to provide remote education under the following circumstances:

- where a class or bubble need to self-isolate following a confirmed case of COVID
- where more than one class or bubble across the school need to self-isolate following a confirmed case of COVID

**Section 2** outlines the actions the school will take to ensure that pupils, who are not ill, have access to remote learning in the following circumstances:

- a) When individual pupils are long term shielding but **their cohort is in school** and therefore entitled to quality remote education in the longer term
- b) They are well, but having to self-isolate for 14 days **while their cohort is in school**
- c) They are well but having to **isolate for a few days** while awaiting a household test result (short term provision)

For pupils with an EHC plan, a separate risk assessment will be written in any of the above circumstances to ensure that provision and needs are met as much as possible.

### Aims and design considerations

- To ensure Bradshaw Hall Primary School have a plan that can be up and running **as soon as possible** should a need arise to educate a class/ bubble of pupils off site.
- To support our pupils to **continue to receive the best teaching and learning we can facilitate** under these difficult conditions and to **minimise lost learning** as much as possible
- To provide a '**learning at home**' timetable which balances an expectation of
  - 3-4 hours of work per day (KS2)
  - 2-3 hours (KS1)
  - 1-2 hours (EYFS)
  - flexibility and the need to respect difficulties parents may have in supervising and supporting this expectation

- To ensure **consistency in the approach** to remote learning for pupils who are not in school
- To ensure that maximum teaching and learning is maintained between teachers and pupils at home through the **use of recorded teaching lessons and an interactive platform.**
- To ensure that our remote teaching allows **interaction, assessment and feedback** to take place **daily** using high quality remote education resources. Interaction and relationships is fundamental to our wellbeing beliefs
- That all staff are **committed to the emotional and pastoral connection and support** of all our pupils on a daily basis whilst they are learning from home
- To **provide printed resources**, such as photocopied packs of work, workbooks, for pupils who do not have suitable online access

### Anticipated challenges and how we can respond

- **Remote education for younger children will typically need more involvement from parents, and parents may be facing a range of pressures at this time.** We will be flexible and supportive and will be available for parental general queries and specific learning support during the designated slots. With the older pupils, teachers will develop pupils' sense of autonomy and self-management through their recorded lessons, daily videos and design of daily tasks.
- **Maintaining engagement from pupils daily.** Teachers will make good use of opportunities using the interactive platform, recorded teaching and videos to set clear expectations for work submitted and to provide encouragement and celebration.
- **Supporting those pupils who usually rely on a high level of support** in class. Teachers will provide differentiated work for different pupil groups – especially those needing learning support or high challenge. Additional teaching videos may be available to these pupils to allow them to slow learning down to a more manageable pace through 'play and pause' facilities. Direction of support staff will also be used to support these learners.
- **The demand on technological devices in the home** may be stretched if more than one pupil in a home is needing to use a device at the same time. Timetables will need to recognise such demands and will be adapted accordingly, particularly in the event of a tier 4 lockdown (school is closed for all pupils except priority groups)
- 

## Section One: Teaching and Organisation

Your child's teacher will:

### Set work – general guidance

- set work in order that **pupils have meaningful and ambitious work each day** in Reading (including phonics) Writing and *GPS*, Maths and Historical/Geographical Themes/Science/pastoral, music making and keeping active
- encourage their class through daily videos about the importance of a work routine and the expectations of completed work every day from them. Perseverance and 'having a go with tricky learning will also be emphasised and encouraged
- plan a programme that is a good way towards the **equivalent length to the core teaching pupils would receive in school**

- continue to 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 through high-quality recorded **lessons** and **curriculum videos**

### Set work - specific guidance

**On the day before a remote education plan comes into operation**, parents will receive:

A letter informing them of the closure of school to their child. The letter will be sent by 'parentmail' and text.

**On the first day there will be:**

A programme of activities linked to core skills learning and one wider curriculum activity that pupils can be getting on with immediately.

A proposed 'learning at home' timetable for the week along with the times for the recorded lessons, teaching video lessons and tasks.

Parents will have 24 hours' notice before the timetable begins.

An overview of the daily tasks will be posted by approx. 9.15am each morning through a video check in from your child's class teacher

**On the second day there will be a timetable for you to follow:**

	<b>Core teaching daily</b>	<b>Core Subjects Literacy &amp; Maths Recorded / Teaching videos</b>	<b>Foundation Subjects Science/History / Geography /Art / DT / MFL/ PE</b>
KS2	45-60 mins Reading 45-60 mins Writing 45-60 mins Maths	2 out of the 3 core daily lessons will be pre-recorded lessons by staff or teaching videos explaining new concepts <i>** recordings/teaching videos – please see below</i>	45-60 mins afternoon learning on a weekly range of the above subjects
KS1	30 mins Phonics/Reading 30 mins Writing 30 mins Maths	1 lesson will be a pre-recorded lesson from the class teacher and 2 will be teaching videos** <i>** recordings/teaching videos – please see below</i>	30mins - hour afternoon learning on a weekly range of the above subjects
EYFS	10-20 mins Phonics/reading 10-20 mins writing 10-20 mins maths	These will be pre-recorded video lessons from the children's class teacher. There will be a recorded session on a Monday and Friday for pastoral discussions and reading stories**. <i>** recordings/teaching videos – please see below</i>	Activities totalling up to an hour will be provided for the remaining EYFS curriculum areas.

*\*\*All pre-recorded lessons and teaching videos will be uploaded to **Google Drive** our learning platform throughout the day linking to the year group timetable.*

- Each morning there will be a check in video from your child's class teacher. They will go through the lessons for the day and set the expectations and level of standard. The aim of the check in message to help children feel emotionally connected and ready to learn for the day.
- Recorded lessons will take place for all classes.
- There will be a Literacy and a Maths lesson each day in KS1 and KS2. These lessons will have either a pre-recorded teaching video by staff or a teaching video which is specifically linked to the learning objective for the lesson.
  
- Lessons will be scheduled for approximately 9.15 start, 11.00am and 1.00pm. These will help to mirror the school day as much as possible.
- Teachers will explain concepts and provide modelling.
- This will then be followed with independent work.
- Providing feedback?
- Teaching videos and audio clips may accompany the pre-recorded video lessons. A further task may be used as and when teachers feel that it will support the learning for the pupils. Supporting videos may take the following forms

Video type	Purpose
Pre-recorded teaching audio / video	Teaching video to: pre-tutor, model, teach, scaffold and explain the learning for that lesson
Progress check /audio / video	Short audio / video to ask questions & check how the children are progressing with their learning
Intervention check / audio / video	Short audio / video to address misconceptions, remodel methods, re-teach specific areas
A closing statement video	Thanking children for their participation in the day's learning. Celebration of work. Big picture reference to tomorrow's learning following general feedback

- Reading every day for 15-20 minutes in KS2 and 10 minutes in EYFS and KS1 will be part of all pupils' remote learning programme.
- Whilst general class work will be set for most pupils, videos and supporting resources will be included and used for those pupils who need additional teaching and/or those pupils who will require extending and challenging beyond the class lesson.
- For those pupils with identified SEND, differentiated activities will be set through the above class process: for individual pupils with an ECHP and who need more personalised learning tasks, these will be provided for by class teachers and SEND TAs.

#### Providing feedback on work:

- Teachers will continue to offer a high level of support and feedback. Whilst not being expected to feedback on every child's every piece of work, teachers will assign certain tasks to receiving more feedback than others.

- Staff may provide 1:1 feedback for the Literacy and Maths lessons. Misconceptions will be addressed if required.
- Teachers in Year 3 – Year 6 will set clear expectations on how regularly they will check work and make clear to pupils that they will be expected to upload/submit/complete tasks according to the deadlines set. We would ask that parents support their child’s teacher in this by checking in with their child daily that they have done this.
- In KS1 and EYFS, there will be a balance of parent supported activities and independent activities. In the former, parents will be asked to support and aid the learning for their child for the designated session. This may take the form of a directed task set or supporting within one of the pre-recorded lessons. The latter is where the planned activity will be more play/independent based for EYFS. This is in line with the way the children would be learning in school in the continuous provision.

### Sharing, celebrating and supporting well-being

- Teachers will celebrate individual pupils, share work and maintain the strongest sense of ‘belonging’ and class identity daily.
- Themes/Science/Pastoral/keeping active curriculum. Teachers will plan activities and learning for the afternoon that will develop any of these aspects. They will be in line with the current learning and be a range of different activities across the week.
- There will be focus on the maintaining a connection and belonging with school to support the child’s mental health and wellbeing during this time using Google Classroom.
- Children and families who require additional support will be contacted by our Inclusion Manager/Assistant Headteacher.

## Section Two

Provision for remote learning for pupils who:

- Are long term shielding at home but their cohort is in school and**
  - Are having to self-isolate for 14 days but their cohort is in school**
- Any pupils falling under the above categories will have:
    - 2 pre-recorded sessions / teaching videos from one of the year group teachers each week. They will be centred on core skills teaching, well-being and staying connected.
    - Lessons will be included in both above circumstances with the availability of any further teachers/Teaching Assistant who may be shielding or at home, and well, but needing to isolate for a period.
    - Activities will be daily and will cover core subjects in the morning and Theme activities in the afternoons.
    - Feedback?
  - are well but having to isolate while awaiting a household test result (short term provision)**
- On the first day of absence

- EYFS, Years 1 –Year 6 will provide activities to cover a 3-day short term provision period. Activities within the core skill areas of Reading, Writing and Maths, as well as an additional PHSE activity for pupil(s) to complete.
- Any teachers/Teaching Assistant who may be shielding, or are well but at home needing to isolate, will be available to support these pupils.

## **Section Three: E – Safety (Taken from the main E-Safety Policy)**

### **Staff Code of Conduct for ICT & iPad Use Procedure**

#### **I understand this document is taken from the school's**

#### **E-Safety Policy document which I have read**

The purpose of the code of conduct is to provide guidance about safer working practice, keeping my personal and private lives separate, keeping myself safe when using electronic media and adopting responsible behaviour that should prevent me from putting myself and my career at risk.

This document refers to professional working relationships with colleagues, children, young people, parents / carers and volunteers.

#### **I Will Not:**

- Give my personal details to children/young people. This includes mobile phone numbers, details of blogs, details of personal websites, social networking accounts, passwords, PIN numbers, Log in Details
- Give my passwords and Log In details to anyone
- Use my personal mobile phone to communicate with children/young people except in genuine emergencies.
- Make available my personal details on a social network site with children/young people. I am aware that belonging to a group may give a back door to my page
- Enter into discussions, make personal comments or express personal views relating to any school activities, either business or social activities, on social media such as Twitter, Facebook, Snapchat, Instagram or similar media which could impact adversely on the school
- Add/allow a child/young person to join my contacts/friends list
- Use the internet or web-based communication to send messages to children/young people un-related to school
- Use my personal e-mail address in any communication with children and young people
- Tick the 'remember me' box when using password protected internet sites in school
- Retain pupil/family contact details for personal use

- o Produce images of children and young people unless appropriate permission has been sought
- o Use personal computers for the storage or access of school documents or images
- o Use school information systems for private purposes without the permission of the Headteacher or designated alternate
- o Install any additional hardware or software without the permission of the Headteacher or designated alternate
- o Upload or download inappropriate or illegal material, nor assist young people in this process

**I Will:**

- o Only use my mobile phone in line with school policy during directed time
- o Always anonymise my mobile phone number where possible where my phone is used to contact parents, carers or volunteers
- o Switch off any blue tooth visibility
- o Password – protect, switch off and lock my technology when it is not in use
- o Ensure that all written communications are compatible with my professional role
- o Remember that on-line conversations are written documents and should be treated as such
- o Store images of children/young people in the secure network space specified by the school and
- o Delete such images from the device as soon as they have been stored whether using my own digital camera (with the permission of the Headteacher) or that of the school
- o Remove any contact details of children/young people /parents/carers/volunteers from a mobile device once the activity is complete. This includes school equipment and my personal mobile if permission for its use has been granted
- o Respect copyright and intellectual property rights

**I Will Consult the Headteacher if:**

- o I have an existing social relationship with a child/young person/parent/carer / volunteer outside school which leads me to communicate with them using technology
- o I have an existing social relationship with a child/young person/parent/carer/ volunteer outside school which leads me to play on-line games with them

**I understand the advice listed below:**

The Governors and Headteacher recommend that I:

- Set your privacy settings at a maximum for any social network site/image storage etc.
- Make sure that any information that is about me that is publicly available is accurate and appropriate to my professional role
- Are mindful about how you present yourself when you are publishing information about yourself or having conversations on-line
- Assume that **any** information that you post is publicly available

## Use of Staff iPad Procedure

Bradshaw Hall Primary School is committed to improving the access to learning and the personal development opportunities of its pupils. We believe the use of the Apple iPad in teaching and learning can help towards these goals and iPads are provided to teaching staff for this reason. By signing below you agree to accept the use of school iPads under the following terms of use:

1. These iPads remain the property of Bradshaw Hall School and are for use **only** by you, support staff and pupils in your class. They must not be loaned to other adults or pupils without agreement from the Headteacher.
2. All iPad users must sign and fully comply with the Bradshaw Hall School ICT Acceptable Usage Policy.
3. These iPads are linked to school systems. Apps should be purchased through the school account **ONLY** via AVA. No personal information of children or regarding children should be stored on the iPad. Ensure you store to the blog, the Media file or delete the videos or images. You must fully comply with high standards of data protection.
4. Make sure the iPad is password protected and stored with the ICT coordinator. This password can be shared with your support staff.
5. You (and only you) may take the password protected iPad off-site if you plan to use it in a way that will benefit the school. Insurance cover provides protection from the standard risks whilst the iPad is on the school site or in your home **but excludes** theft from your car or from other establishments.
6. Loss or damage of a device should be reported to the Headteacher immediately. If necessary the device will be remotely locked or wiped.
7. Anonymous email and internet activity is possible with these iPads. If the Headteacher has just cause or concern staff and/or pupils may be monitored.
8. iPads should only be used when the teacher believes that all pupils present are capable of using them sensibly and in accordance with the Accepted User Policy and standards.
9. You are responsible for looking after these iPads. When left unattended they must be locked in a secure cupboard in your classroom. Control of the cupboard key is your responsibility. The whereabouts of these iPads should be reported to the ICT coordinator but not be divulged to adults or pupils outside your class team.
10. These iPads are configured with certain restrictions in place. You must not try to make changes to the devices if they are passcode protected.
11. Any connection cost incurred by accessing the internet from outside school is not chargeable to the school.

12. Posts to the blog should always be considered. Whilst the blog has unlimited capacity, it is imperative that children don't have their pictures uploaded unnecessarily.
13. If a video or picture is streamed of a child, it should not be unnecessarily stored on the computer. Make a decision to upload or delete.
14. All Stockport and school policies regarding appropriate use and sharing information apply to all school iPads. Use of the iPad must adhere to data protection, computer misuse and health and safety rules. Failure to do so may lead to disciplinary action.
15. If you leave the employment of the Bradshaw Hall Primary School, the iPads must be returned to the Headteacher. iPads are the property of the school

*Extract from the Staff Handbook*

### **PROFESSIONAL CONDUCT**

It is expected that all staff and volunteers conduct themselves with the utmost professionalism at all times, both inside school and outside in line with accepted and nationally established professional codes of conduct. Staff should never, under any circumstances, allow themselves to become personally involved in a relationship with any child, neither sexual nor platonic. Staff must not enter into any arrangement or relationship which would discredit the good name of the school and/or all the staff engaged at the school. Failure to adhere to established professional codes of conduct will result in serious misconduct proceedings being invoked.

**I understand a copy of page 6 of this document, which I have signed and dated, is contained within my personnel file.**

# COVID 19 ADDENDUM

It is recognised that during the COVID 19 pandemic, where there may be an extended period of school closure, child absence due to isolation or class bubble collapse due to a confirmed/unconfirmed case, there is a greater need for children to be working from home and therefore, that there is potentially a higher or additional risk when using electronic communication learning across the internet between school staff and groups of children. In these situations, we expect that teachers will adhere to the following recommendations to ensure the safeguarding of the children involved and the staff themselves.

## Staff will:

- Ensure the session is appropriately planned - all resources are available and suitable
- Ensure the setting is appropriate, ensuring that personal items are not 'visible' to the audience, particularly when the member of staff is working from home
- Ensure appropriate security settings are set at a level so as to maximise the security of the session and the children and staff involved
- Ensure that an adult should log on to and be present during a live session. No child should attend an online live session without an adult's knowledge
- No live online sessions should be undertaken on a 1:1 basis with a child without adult supervision
- Ensure that all the children have logged out of the session before they leave the session themselves
- Ensure that they report any concerns raised or observed to a member of the safeguarding team and/or a member of the SLT
- Ensure the session is time-bound with time for consolidation and responses
- Be confident to terminate a session if required - as outlined above
- Platforms used have to be agreed and supported by school. See Blended and Home Learning Policy.

## E-Safety Safe Code of Conduct for Staff & Use of Staff iPad Procedure October 2020

Please complete and detach page 7 and return to RG. Retain this booklet for your own records.

### Additional Requirements:

Please tick

- I am aware that I must not behave in a way that could suggest that I am trying to develop a personal relationship with a child known to me through my professional role
- I have read the E-Safety Safer Working Practice Guidelines produced by Stockport Safeguarding Children Board
- I will report any incidents of e-safety regarding children/young people to a Designated Child Safeguarding Officer in school
- I am aware that activities I undertake within my private life using technology may bring the profession/establishment into disrepute
- I understand that the headteacher may ask to view my school equipment at any time
- I have read and understand the above ICT e-Safety Code of Conduct and Use of iPad Procedures
- I have read the schools main E-Safety Policy document which sets out in detail all aspects of E-Safety relating to the school

Signed:

Full Name:

Date:

Received By:

## E-Safety Safe Code of Conduct for Staff & Use of Staff iPad Procedure - October 2020

### Additional Requirements:

Please tick

- I am aware that I must not behave in a way that could suggest that I am trying to develop a personal relationship with a child known to me through my professional role
- I have read the E-Safety Safer Working Practice Guidelines produced by Stockport Safeguarding Children Board
- I will report any incidents of e-safety regarding children/young people to a Designated Child Safeguarding Officer in school
- I am aware that activities I undertake within my private life using technology may bring the profession/establishment into disrepute
- I understand that the Headteacher may ask to view my school equipment at any time
- I have read and understand the above ICT e-Safety Code of Conduct and Use of iPad Procedures
- I have read the schools main E-Safety Policy document which sets out in detail all aspects of E-Safety relating to the school

Signed:

Full Name:

Date:

*Administration use*

Received By:

Role:

Date:

Original copy to be stored in personnel file

Copy to be retained by member of staff

**PLEASE COMPLETE THIS PAGE. DETACH & RETURN TO R GLEAVES**