Delapre Remote Learning Strategy for Parents/Carers

In response to the COVID-19 global health crisis, Delapre has developed this remote learning strategy so our children can continue learning if they are not able to attend school for reasons related to COVID-19. This strategy represents Delapre's commitment to making every effort to ensure that the learning of each child continues to be successful.

Expectations for Remote Learning: School
This strategy aims to:
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Delapre will use the following platforms to deliver remote learning – Tapestry (Reception), Purple Mash (Year 1 and 2), Microsoft Teams (Years 3,4,5 & 6).

At Delapre, we expect teachers to set an appropriate amount of work. Teachers can monitor the work completed and will adjust the tasks appropriately.

We readily acknowledge that this is a new way of teaching and learning that is unfamiliar to children, teachers and parents. Please bear with us as we learn new skills too. Our aim is to make this function as smooth as possible. We are also aware that connection to the internet and access to technology is not the same for all our families. Whilst it is better to access remote learning on a computer or tablet, access via a mobile phone is still worthwhile.

Expectations for Remote Learning: Parents

Parents	- Follow this guidance closely during periods of remote learning. - Ensure their child has time available each day to complete remote learning tasks and that work is submitted as per instructions given by the teacher. - Report to the school if their child is unable to complete the remote learning set, due to illness. - Monitor their child's use of technology whilst taking part in remote learning (see Online Safety within the Home document - http://www.delapreprimaryschool.net/parents/safeguarding-1.php - select the first link in the list). - Communicate with child's class teacher if there are any problems with the accessing the online remote learning content. This can be done via enquiries@delapre.northants.sch.uk or phoning the school.

Expectations for Remote Learning: Children

All Children	Whilst children are self-isolating, it is expected that they complete all work set by their teacher and follow any instructions given.
Early Years - Reception	In the event of remote learning being needed for EYFS, staff will set specific tasks daily on Tapestry and parents will be supported and encouraged to upload photographs and/or videos of their children.
Key Stage 1 – Year 1 & 2	Teachers will provide the following curriculum linked learning with the following expected lessons/tasks: • Phonics/handwriting activity • English task (could include Spelling Shed) • Maths task (could include Numbots or RM Maths) • Wider curriculum activity work • Reading with or to an adult (Oxford Owl or physical books) • A directed physical activity
Key Stage 2 - Year 3, 4, 5 & 6	Teachers will provide the following curriculum linked learning with the following expected lessons/tasks: • English task (could include Spelling Shed or Read Theory) • Maths task (could include Times Table Rockstars or RM Maths) • Wider curriculum activity work • Reading with or to an adult (Oxford Owl, Read Theory or physical books) • A directed physical activity

Children who are eligible for remote education:

Any child who is isolating due to a Coronavirus related reason is eligible for remote education. Children who are ill will not be required to complete remote education work but will need to contact the school using the usual absence procedure. Any child who is absent from school awaiting a test result (for themselves or a household member) will be given work to complete for the first three days of absence (assuming the child is well enough to complete the work). Where isolation continues further, class teachers will provide daily work, via the specified platform, in accordance with our remote learning strategy.

Scenario 1	Child or member of household displays symptoms – all household members must self-isolate	School provides 3 days of initial home learning resources for any child self-isolating. Outcome of test – negative (child/ren returns to school and remote learning stops). Outcome of test – positive (child continues to self-isolate and remote learning strategy continues.
Scenario 2	Child has been contacted (via parent) by track and trace and instructed to self-isolate for a time period	School provides daily remote learning within 24 hours (or by Monday if the child starts the self-isolation on Friday) via the specified remote learning platform.
Scenario 3	A child tests positive	DfE helpline to be contacted. Assuming advice is given to close the bubble/class then online remote learning strategy begins for all children in the bubble/class within 24 hours (or by Monday if the bubble/class is closed on a Friday). The class will close immediately and parents of all children informed of actions needed via Parentpay, backed up with a phone call or text message if needed.

Supporting Children with SEND

If staff require support with setting Remote Learning work for children with identified SEND they should contact the SENDCo. There should be a continued focus on children making progress while at home. Our children still require high expectations of their learning while at home and on each child achieving their targets, whether the target is Greater Depth, Age Related Expected or specific SEND targets. Children who have an EHCP will need to continue to work toward the targets set out in their plan. Staff will be supported with this by the SENDCo.

What if a child cannot access technology at home?

Parents should alert school as soon as possible if they have difficulties accessing online resources. Hard copies of any work will be printed and school will work with families to provide safe delivery. Work that the child has done can be brought back with them on their return to school for the teacher to look at.

Safeguarding

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites (see Appendix 1).

If a child does not engage in any of the online learning, the class teacher will be expected to make a welfare telephone call to the parent/carer on the third day of work having been set. If a child has been provided with paper-based resources due to having no internet facility at home, the class teacher will be expected to make a call to the parent/carer in the middle of the first and second week. Vulnerable children will receive a phone call daily from a member of staff from the school office. If parents/carers are in any way concerned regarding online safety issues with the remote learning, they should raise this with the school using the following email address safeguarding@delapre.northants.sch.uk . Harmful online content can be reported to the UK Safer Internet Centre https://www.saferinternet.org.uk/ / www.reportharmfulcontent.com .

Communicating with parents, carers and pupils

When communicating online with parents and children, our staff will:

- Communicate within school hours as far as possible, however this may not be practical for some staff members with young families. Therefore, in exceptional circumstances communication may take place outside of school hours but never at weekends.
- Communicate only via Tapestry, **school** email, Teams, Purple Mash or telephone.
- Use school devices over personal devices wherever possible.
- Not share personal information.

  Each child's teacher will be the main person that will communicate with parents/carers or the child themselves. If for any reason the teacher is not able to fulfil this role, there will be another staff member nominated.

What will home learning look like?

The remote learning provided for your child will depend on how long they need to self-isolate for (see scenarios above). It may be that their isolation is only for 3 days or less. In this case, the child (if well enough), will complete the introductory work pack to cover this period of absence. If the self-isolation lasts

longer than this, the online part of the Remote Learning Strategy will begin. You or your child will be given any log-in/password information you require in order for this to take place. Full instructions will be given via the online platform that is being used for the setting of work/activities that your child needs to complete. The instructions will also say how to submit the work back to the teacher where necessary.

Resources bank:

To ensure consistency of materials, teachers will use a selection high quality online and offline resources and teaching videos that are linked to our curriculum expectations. Resources will be uploaded to Tapestry (EYFS), Purple Mash (Year 1 & 2) or Teams (Year 3,4,5 & 6) for children to complete.

Appendix 1

Useful information for parents to help their children stay safe online.

Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Parents and carers should be aware of the following in order to help keep their children safe online:

- support for parents and carers to keep children safe online, which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on staying safe online which includes information on security and privacy settings
- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services