

*Love God, love others*

*Let your light shine*



**THE BLUE COAT CHURCH OF ENGLAND (AIDED)  
INFANT AND JUNIOR SCHOOLS' FEDERATION**



***BELIEVING, CELEBRATING, SUCCEEDING***

**EXECUTIVE HEAD TEACHER: MR. A. ORLIK**

**DEPUTY EXECUTIVE HEAD TEACHER: MS. E. INGRAM**

## Remote Learning Policy September 2020

### **What is Remote Learning?**

Remote learning provision is in place where pupils cannot be physically present at school for a particular reason. These children cannot access school to learn, so their learning will take place at home making use of online or other provision. It is important that children complete the work set. We fully acknowledge that remote learning cannot replace the quality of learning that a child receives at school so, our focus has been on ensuring that all children can maximise their learning whilst at home. We appreciate that any closure, whether of a single class or across the Federation will be difficult for parents and children alike. We understand that children and parents may need to share access to technology, parents may be juggling supporting home learning and working remotely themselves and that many parents may be trying to support children of different ages, from different classes and indeed, different schools.

### **Challenges to Remote Learning**

From previous experiences of school closures we are aware that there are a number of challenges to providing remote learning for pupils. These can include, a lack of devices, difficulties with being able to submit work, assessing pupil progress and keeping pupils engaged and motivated with learning. This policy has been written with these challenges in mind and ways the Federation of Blue Coat schools will overcome them. During the Autumn term, surveys of the school community were undertaken. The voice of the parents and the pupils were captured in relation to their experience of remote learning during lockdown. Findings from these surveys showed that 40% of our school community have difficulty in regularly accessing a device, with many of these pupils having to share a device between family members. Findings from the survey have enabled the Federation to create an up-to-date record of which pupils and families do not have a device or internet access and this allows us to respond appropriately to these specific needs. In the event of a local lockdown, Blue Coat Junior School is registered with the Department of Education's 'Get help with technology' programme and will look to provide identified families with a free device where possible.

### **Specific Aims**

#### **Blue Coat CE (A) Infant School**

Assistant Head: Mr. D. Matthews  
Hanch Place, Walsall, WS1 3AF  
Tel: 01922 720740 Fax: 01922 720306  
Email: [postbox@bluecoatfederation.co.uk](mailto:postbox@bluecoatfederation.co.uk)

#### **Blue Coat Federation Inclusion and Behaviour**

Assistant Head: Mrs. L. Adlington-McArthur  
Springhill Road, Walsall, WS1 2LP  
Tel: 01922 720921 Fax: 01922 640013  
Email: [postbox@bluecoatfederation.co.uk](mailto:postbox@bluecoatfederation.co.uk)

#### **Blue Coat CE (A) Junior School**

Assistant Head: Mr. P. Harris  
Springhill Road, Walsall, WS1 2LP  
Tel: 01922 720921 Fax: 01922 640013  
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- To outline the Blue Coat Federation approach for pupils who, as a result of COVID-19 and current Government guidance are isolating at home. This may be because they are displaying symptoms themselves or a member of their household has been identified as having possible symptoms of COVID-19;
- To outline the Blue Coat Federation approach for pupils who are unable to attend school as a result of a full or partial closure of a class, year group or school.

### **Who is this policy applicable to?**

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for COVID-19

The Remote Learning Offer for pupils who are not able to attend school due to self-isolations or in-line with Government guidance.

Blue Coat Infant and Junior schools will provide remote learning (online) for pupils who are not able to attend school to minimise the impact of any period of absence from school.

### **Family (pupil/parent/guardian) role**

- Where possible it is beneficial for young people to maintain a regular and familiar routine. Blue Coat Federation therefore, recommends that a structure is maintained at home for each 'school day'
- The staff at Blue Coat will post new lessons daily on the online platform Purple Mash [www.purplemash.co.uk](http://www.purplemash.co.uk) Families should access this work together and where necessary, should provide support to the pupil to complete the work that has been posted online.
- It is the responsibility of the pupil and family to ensure they have a copy of the usernames and passwords provided for our online learning websites. These have been provided to every pupil via their planners.
- There is an expectation that, unless the pupil themselves is ill, all work should be completed in a timely manner and returned, either via a Purple Mash submission, or by photographing work and emailing the appropriate Year group email (see end of document). If neither of these options are possible, parents should ensure that all work is kept safe and brought back to school when it is safe to do so.
- Should anything be unclear in the work set or the pupil has difficulty in understanding the task, parents can communicate with the class teacher via the year group email address. The pupil can also comment on the class blog requesting help with a specific piece of work.
- We would encourage parents to support their children's work, including finding a suitable, quiet place for the pupil to work and by praising efforts made.
- Every effort will be made by staff to ensure that work is set promptly on Purple Mash, but The Federation cannot guarantee that the online platform will work on every device. If there are issues accessing work, it is the responsibility of the parent to contact school promptly. All solutions to issues will be discussed on a case by case basis with the parent.

### **Teacher Expectations – symptomatic pupil isolation**

- Teachers will plan lessons that are relevant to the curriculum focus for that year group. Where possible, they will endeavour to replicate the work that is taking place in the classroom.

### **Junior School**

- At Blue Coat Junior School teachers will create a daily blog post on Purple Mash that outlines the Maths lesson, English lesson and Reading lesson for that day. They will also upload appropriate links to websites that support topic (Humanities) lessons and Science lessons. Teachers will also upload the link for Votes for Schools where appropriate.
- For pupils at Blue Coat Junior School pupils will be provided with their My Maths and TT Rockstars login details. Teachers will remind children via their class blogs to complete these tasks.
- Maths lessons and worksheets will be sourced from White Rose Maths. At the teacher's discretion they may provide additional work sourced from elsewhere.

### **Infant School**

- At Blue Coat Infant School, three weekly Purple Mash blogs: literacy, maths and afternoon subjects will be set. Each blog outlines the expectation for the whole week. Literacy includes spelling, handwriting, phonics, grammar and the literacy lesson focus. Maths has a weekly starter and then the links to White Rose, if applicable. The afternoon subjects are linked to the National Curriculum and the work currently taking place in school across the foundation subjects.
- Teachers at Blue Coat Infant School will also post a link to a video to cover the appropriate phonic lesson.
- A literacy lesson will be posted on Purple Mash with a follow up task posted as a 2DO. 2Dos will be set in the form of a follow up task that increases a pupil's understanding and knowledge and/or the form of quizzes. Resources being used in school will be posted via the Purple Mash blog as far as is practical.
- A reading lesson will be set via Serial Mash. This will take the form of a set chapter a day to read from an e-book, followed by a quiz set as a 2DO on Purple Mash.
- Humanities and Science lessons will be set via links to Oak National Academy or BBC Bitesize. These links will be embedded into Purple Mash to allow pupils to easily access them. Wherever possible these lessons will align to the lesson being studied in class that day/week.

### **Both Schools**

- Blog posts will be live everyday so a child will be able to access online learning from the first day of self-isolation.
- Teachers will ensure that the class blogs and the setting of work on this platform will enable pupils to receive clear explanations, support their confidence in new learning, apply new skills and receive feedback (see separate feedback section below).
- Any pupil who has been identified as not having access to online learning will be given a paper-based home learning pack. Please see section below.

## **Teacher Expectations – full or partial closure.**

If a class/year group bubble is sent home to self-isolate as a result of a positive test the following system will be in place:

- Teachers will plan progressive and sequenced lessons that are relevant to the curriculum focus for that year group. These lessons will include new learning wherever possible. At times, teachers may feel that recapping and revisiting topics or previously taught concepts is necessary. These lessons will be

planned within the sequence where necessary. All lessons will be meaningful and ambitious and culminate in a purposeful outcome.

- Teachers will ensure that the class blogs and the setting of work on this platform will enable pupils to receive clear explanations, support their confidence in new learning, apply new skills and receive feedback (see separate feedback section below).
- Daily lessons will be posted for Maths, English, Reading, Topic (Humanities) and Science lessons. Teachers will also upload links to Votes for School where appropriate. Links to these lessons will be embedded into the Purple Mash Blog for ease of access.
- For a period of extended closure teachers will post recorded teaching videos on the YouTube Blue Coat Learning Channel. Links to recorded teaching videos by Blue Coat staff will be posted on the Purple Mash class blog to allow easy access for pupils. Findings from the parental surveys indicated that recorded lessons are most suitable for our pupils as this allows for children to access these lessons outside of normal timetable routine. This enables pupils sharing devices at home to still have the opportunity to access lessons when devices are available. PE lessons will also be posted in the form of a recorded demonstration. These will be videos that encourage pupils to maintain their levels of physical activity whilst away from school.
- Maths lessons and worksheets will be sourced from White Rose Maths. At the teacher's discretion they may provide additional work sourced from elsewhere.
- Teachers at Blue Coat Infant School will post a link to a video to cover the appropriate phonic lessons.
- A literacy lesson will be posted on Purple Mash with a follow up task posted as a 2DO. Resources being used in school will be posted via the Purple Mash blog as far as is practical.
- A reading lesson will be set via Serial Mash. This will take the form of a set chapter a day to read from an e-book, followed by a quiz set as a 2DO on Purple Mash.
- Humanities and Science lessons will be set via links to Oak National Academy. These links will be embedded into Purple Mash to allow pupils to easily access them. Wherever possible these lessons will align to the lesson being studied in class that day/week.
- Where a class teacher is isolating due to symptoms of COVID-19 another member of the Year Group teaching team will provide lessons wherever possible.
- The Federation acknowledges that pupils in the early stages of their formal education will have different needs that cannot be easily addressed in the same way as other pupils. As a result of this, in EYFS at Blue Coat Infant School, we aim to reduce the amount of screen time the children have and use the blog as a suggestion of activities that cover the 7 areas of learning. In EYFS the activities are done in a carousel. Therefore, these will be shared throughout the week.
- At Blue Coat Infants where possible, staff are uploading their flipcharts as PDFs and sending a link to the worksheet. Although children may not be able to complete the worksheet electronically, we hope that children will attempt the work by commenting on blog or by recording their answers in an exercise book.
- The Federation will also look for opportunities to develop the use of Google Classroom. This will give staff and pupils the ability to interact daily in the form of a live meet where pupils will be able to benefit from live feedback and discussion with their teacher about their learning.

### **Feedback**

- Any 2DO submitted by a pupil will be marked by Blue Coat staff and appropriate feedback given to pupils. This will include points for further development. Feedback from staff will ensure that pupils feel encouraged to continue working online but also make progress overtime.
- Feedback may also take the form of adjusted lessons within the planned sequence to take into account misconceptions demonstrated by a number of pupils. Where a class teacher identifies that an issue

with understanding the next lesson in the series will reflect this and may be a recap or consolidation lesson to ensure progress moving forwards.

- Families who choose to photograph pupil work and send to the year group email will also receive feedback in the form of an emailed response.
- Engagement with online learning will be monitored and recorded by the class teacher. Non-engagement with online learning will be recorded on the Federation CPOMS system and a member of the year group teaching team or Inclusion team will phone home to discover the reason for non-engagement and offer support as appropriate.
- Children can also complete their work in an exercise book (provided by school) which they can share with their class teacher when it is safe for them to return to school.

### **Vulnerable Learners**

- Vulnerable learners may include (but not be limited to) those who:
  - are assessed as being in need under section 17 of the Children's Act 1989, including those who have a Child in Need Plan, a child protection plan or who are a looked after child
  - have an EHCP
  - have otherwise been identified as vulnerable by The Blue Coat Federation, an education provider or local authorities – this can include those who may have difficulty in engaging with remote education at home for example due to a lack of a device or suitable internet connection.

In the event of a local lockdown or longer period of closure, vulnerable children who do not need to isolate for COVID related reasons may be offered a place in school following guidance from the Department for Education. Vulnerable learners accessing this provision have access to laptops within school to enable them to complete the same online learning as their peers.

The Federation will provide every child with an exercise book and basic stationery set to ensure they have suitable equipment to complete tasks. In the event of a whole year group isolating the two week paper-based pack will mirror the work that is set online for pupils to ensure an equality of provision. After a period of quarantine in line with the COVID risk assessment work will be marked by class teachers and feedback given. Feedback may be in the form of a telephone call.

For children who have been identified as vulnerable due to a lack of suitable device or internet connection, a paper-based work pack containing relevant work will be sent every fortnight to families. It is the parent/carers responsibility to ensure that completed work is kept safe and returned to school at suitable intervals. Engagement with paper-based learning will also be monitored and members of school staff will make regular phone calls home to ensure that learning is taking place. As with children taking part in online learning engagement levels will be monitored. Non-engagement will be recorded on the school CPOMS system and will be followed up by a member of Federation staff.

### **Symptomatic pupil isolation**

Where single pupils without access to online learning are required to isolate they will receive a paper pack that will cover the 14 day period of isolation. As soon as possible after the start of the period of isolation the class TA assigned to the pupil's class will collate worksheets being completed by the class. These will be sent via post or hand delivered to the pupil's address to enable the isolating pupil to remain on track with the rest of their classmates.

### **All cases**

For pupils identified as vulnerable under other categories the Inclusion Team will be responsible for ensuring a welfare call in made at least fortnightly. Part of this welfare call will also discuss any issues around home learning. Where necessary, the Inclusion Team will refer issues to the Year Group leader or Class Teacher who will contact the families to provide support.

### **SEND**

Teachers will differentiate remote learning tasks set for their class to meet the needs of any children working within SEND support.

The Inclusion Team will tailor provision to meet the needs of SEND children with high and/or complex needs.

### **Safeguarding**

Safeguarding is always high on our school priorities, and this should be considered when using IT at home. Ensure that parental controls are set and enabled and supervise your child's internet access.

For further information regarding safeguarding, please refer to the COVID-19 Blue Coat Federation Safeguarding and Child Protection Policy:

<https://www.bluecoatfederation.co.uk/wp-content/uploads/2020/05/COVID-19-Child-Protection-and-Safeguarding-policy.pdf>

Approved by Governing Body – 07.10.20

## **APPENDIX**

All links to online learning can be found on the Federation's website [www.bluecoatfederation.co.uk](http://www.bluecoatfederation.co.uk)

General enquiries to school can be made through emailing [postbox@bluecoatfederation.co.uk](mailto:postbox@bluecoatfederation.co.uk)

The Inclusion Team can support with Special Education needs, safeguarding and well being issues including concerns about mental health issues. The Team may also be able to help signpost support for financial concerns, housing issues and general family support. The team can be emailed on [familysupport@bluecoatfederation.co.uk](mailto:familysupport@bluecoatfederation.co.uk)

Any concerns about online learning and work for pupils should be addressed in the first instance to the class teacher. Teachers can be reached through the year group email addresses below:

[Nursery@bluecoatfederation.co.uk](mailto:Nursery@bluecoatfederation.co.uk)

[Reception@bluecoatfederation.co.uk](mailto:Reception@bluecoatfederation.co.uk)

[Year1@bluecoatfederation.co.uk](mailto:Year1@bluecoatfederation.co.uk)

[Year2@bluecoatfederation.co.uk](mailto:Year2@bluecoatfederation.co.uk)

[Year3@bluecoatfederation.co.uk](mailto:Year3@bluecoatfederation.co.uk)

[Year4@bluecoatfederation.co.uk](mailto:Year4@bluecoatfederation.co.uk)

[Year5@bluecoatfederation.co.uk](mailto:Year5@bluecoatfederation.co.uk)

[Year6@bluecoatfederation.co.uk](mailto:Year6@bluecoatfederation.co.uk)

The Online Learning platform Purple Mash can be reached via [www.purplemash.com/sch/bluecoat](http://www.purplemash.com/sch/bluecoat) (Blue Coat Infants) and [www.purplemash.com/blue-dh1](http://www.purplemash.com/blue-dh1) (Blue Coat Junior School)

The Blue Coat Learning Channel can be found via [https://www.youtube.com/channel/UC3ws3jQEx5Ztqp7\\_3LqROAA](https://www.youtube.com/channel/UC3ws3jQEx5Ztqp7_3LqROAA)