



Remote Learning and Communication Policy

January 2021 (Revised)

Intent

At Westfield, we strive to deliver a broad, balanced, engaging and dynamic learning experience for all of our pupils and our intention extends to both in-school and remote learning. Our Remote Learning policy reflects our intent to provide high quality, progressive learning which is aligned to National Curriculum Objectives while also consider, reflecting and meeting the needs of our cohort.

Implementation

Children will be presented with a clear timetable of learning for each day of the Remote Learning period. The content of the learning will continue from their current point and reflect our planned sequence of learning. Our Remote Learning curriculum will be delivered using a blend of tried and tested online learning platforms, interactive schemes and face to face virtual classroom experiences.

Impact

Regular Assessment for Learning will be conducted during a lockdown period through our marking and feedback policy. Attendance, engagement, progress and attainment will be carefully measured and monitored by class teachers, and overseen by member so four SLT team. In addition to this, our SLT team will regularly engage with classes through Class Dojo to monitor the quality of teaching and learning.

In response to our Covid-19 Impact Review, we will ensure that through regular and targeted Classroom Zoom Meetings, we are enabling children to seek guidance on challenges, helping parents to better support their children and ensuring that children are able to maintain those all important social connections with their peers.

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Levels of Lockdown and Remote Learning Support

Individual Isolations – Pupils

Where an individual child has to self-isolate as a member of their household is exhibiting symptoms, we have a duty of care to provide core and curriculum learning over the course of their isolation period. Daily challenges in line with the whole class learning will be posted each day on the child's Class Dojo portfolio. Work should be completed and submitted via their Dojo account at the end of each day. As per our Remote Learning Marking and Feedback Policy, submissions will be acknowledged within 24 hours and feedback given on key pieces within 48 hours.

In addition to daily challenges, children will engage in a weekly call with their Class Teacher / LSA via Zoom video conference.

Extremely Clinically Vulnerable Children

Children who are ECVC and unable to attend due to Tier 4 or Lockdown restrictions will have the same Remote Learning as those who are isolating.

EHCP Children

Children with EHCP's who are opting not attend school will receive the same Remote Learning as those who are individually isolating.

Where a child is self-isolating because they have a confirmed case of Covid19, we would not expect any work to be completed during the period of their illness.

Individual Isolations – Teaching Staff

Where a teacher has to self-isolate as with a confirmed case of Covid19, they would not be expected to engage in school learning and activities. As a result of their COVID diagnosis the year group bubble may have to close, as guided by Public Health England, and learning would move to our remote timetable.

In this instance, remote learning would be provisioned by the parallel teacher.

Where possible, if a teacher is self-isolating due to a family member having symptoms, but is still able to deliver remote learning, the class bubble would close and learning would be delivered remotely but the class teacher.

Whole School Lockdown

In the event of a Whole School Lockdown due to a significant number of cases, as directed by Public Health England, we would deliver our Remote Teaching Timetable.

Year Group Bubble Lockdown

In the event of a Year Group Bubble Lockdown, as directed by Public Health England, we would deliver our Remote Teaching Timetable.

Key Worker Provision

Whilst we are committed to supporting our community in the event of a lockdown, our Key Worker provision will only be available in certain circumstances.

- **Localised / National Lockdown** - Key Worker classes would be in effect, as guided by Public Health England and emerging Government guidance
- **School Specific Lockdown** – Key worker provision would not be available
- **Year Group Bubble Lockdown** – Key worker provision would not be available




SLT Responsibilities

SLT Member	Responsibility
Toni Kittle – Headteacher	Responsible for communication with school community, including staff, students and parents / carers including: Daily updates, School Assemblies. Responsible for Staffing and HR
Fiona-Catherine Thompson – Deputy Head	Responsible for overseeing Curriculum Delivery and provision of English Teaching and Learning, including SFA
Rosie Kerr – Assistant Head / DSL / SENCo	Responsible for overseeing Safeguarding, SEND Provision and Pupil Wellbeing (incl. Thrive and LSA calls to vulnerable pupils)
Kerrie McGivern – Assistant Head / RSL	Responsible for overseeing Maths, Group Surgery Session provision and monitoring progress and attainment

Additional Responsibilities

Staff Member	Responsibility
Sarah Egan – Thrive Practitioner	Responsible for organising and monitoring THRIVE calls to vulnerable pupils
Carla Dale – EYFS Lead	Responsible for monitoring interaction with EYFS and Nursery Pupils
Sarah Wood – Office Manager	DFE Returns, compiling registers and HR interactions and updates
Michala Kennard – Office Assistant	Responsible for monitoring attendance to virtual learning (Zoom Registration)
Helen George – Office Assistant	Free School Meal Vouchers

Delivery Platforms

	<p>Class Dojo:</p> <ul style="list-style-type: none"> Recorded Lessons and Videos Upload of Daily Challenges Submission of Completed Challenges Marking and Feedback Showcasing Learning Central Communications (Class and Whole School)
	<p>Zoom:</p> <ul style="list-style-type: none"> Live Registration Daily Learning Surgery Sessions Staff Meetings – Teaching, LSA and Whole Staff CPD Sessions
	<p>Teams:</p> <ul style="list-style-type: none"> Central files and key documentation Weekly Planning and Resources Daily 'Chat' function between teams

Remote Teaching Timetable and Self Study Expectations

Key stage	Registration & Assembly	Hours Remote Teaching	Self-study
Nursery	AM - Daily: Live Registration	1 x Input (at point of registration) 1 x Feedback / Review at end of session	
	AM - Weekly: Live Class Assembly pm (20 mins)		
EYFS	AM - Daily: Live Registration (10 mins)	2 x 15 minute sessions (Live): 1 input for phonics 1 input for maths / reading / writing	1 hour – split between 3 challenges (20 mins per session)
	PM - Weekly: Live Class Assembly pm (20 mins)		
Year 1 & 2	AM - Daily: Live Registration (10 mins)	3 x 15 minute sessions (Rec): 1 input for phonics / spelling 1 input for Maths / English (alternating days) 1 input for Curriculum 4 x Daily Learning Surgery (Live) – 30 mins PiXL Style Therapy based on assessment data	90 minutes – split between 3 challenges (30 mins per session) 1 x Intervention – 30 mins Supported intervention sessions for specified children
	PM - Weekly: Live Class Assembly pm (20 mins)		
Year 3 & 4	AM - Daily: Live Registration (10 mins)	3 x sessions (up to 20 mins) (Rec): 1 input for Grammar / Spelling / Arithmetic (alternating days) 1 input for Maths / English (alternating days) 1 input for Curriculum 4 x Daily Learning Surgery (Live) – 30 mins PiXL Therapy based on assessment data	3 hours – split between 3 challenges (1 hour per session) 1 x Intervention – 30 mins Supported intervention sessions for specified children
	PM - Weekly: Live Class Assembly pm (20 mins)		
Year 5 & 6	AM - Daily: Live Registration (10 mins)	4 x sessions (up to 20 mins) whole class (Rec): 1 input for Grammar / Spelling / Arithmetic (alternating days) 1 input for Maths 1 input for English 1 input for Curriculum 4 x Daily Learning Surgery (Live) – 30 mins PiXL Therapy based on assessment data	4 hours – split between 4 challenges 1 x Intervention – 30 mins Supported intervention sessions for specified children
	PM - Weekly: Live Class Assembly pm (20 mins)		

*Daily Registration: if unable to access ZOOM due to lack of IT, parents/ children can register via Class Dojo.

Learning Platforms

Name	Year Groups	Curriculum Focus
White Rose Maths	EYFS – Year 6	Maths – National Curriculum Objectives
Bug Club	EYFS – Year 6	English – Reading Fluency
Accelerated Reader	Year 2 – Year 6	English - Reading Fluency and Comprehension
Times Tables Rock Stars	Year 1 – Year 6	Maths – Times Tables Fluency
SpellZone	Year 5 & 6	English – Grammar and Spelling
Curriculum Visions	EYFS – Year 6	Curriculum – Science, Geography and History
PiXL	EYFS to Year 6	Maths & English

Weekly Timetables

Class and School Assembly Schedule

	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Class Assembly Live via Zoom	Monday 11:30am	Tuesday 2:00pm	Thursday 2:00pm	Friday 2:00pm	Monday 2:30pm	Tuesday 2:30pm	Thursday 2:30pm	Friday 2:30pm
Whole School Assembly Live / Recorded	Wednesday - 2:30pm							

Nursery

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration and Activity Live via Zoom	9:30am Focus Activity	9:30am Focus Activity	9:30am Focus Activity	9:30am Focus Activity	9:30am Focus Activity
Activity 2	11:30 Class Assembly	11:30 Story Time	11:30 Show and Share	11:30 Story Time	11:30 Show and Share

EYFS

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration – Live via Zoom	9am – Puffin 9:15am – Wren	9am – Puffin 9:15am – Wren	9am – Puffin 9:15am – Wren	9am – Puffin 9:15am – Wren	9am – Puffin 9:15am – Wren
AM - Activity 1 Live via Zoom	10am Phonics	10am Phonics	10am Phonics	10am Phonics	10am Phonics
AM - Activity 2 Live via Zoom	11:30am Writing/ Maths	11:30am Writing/ Maths	11:30am Writing/ Maths	11:30am Writing/ Maths	11:30am Writing/ Maths
PM Activity Posted on Class Dojo	1pm Topic	1pm Topic / 2pm – Live Class Assembly	PE / 2:30 pm Whole School Assembly	1pm Topic	1pm Topic

KS1 & LKS2 – Year 1, 2, 3 & 4

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Registration Live via Zoom	9:00am – Magpie, Robin, Sparrow, Mockingbird 9:15am – Wagtail, Heron, Skylark, Raven	9:00am – Magpie, Robin, Sparrow, Mockingbird 9:15am – Wagtail, Heron, Skylark, Raven	9:00am – Magpie, Robin, Sparrow, Mockingbird 9:15am – Wagtail, Heron, Skylark, Raven	9:00am – Magpie, Robin, Sparrow, Mockingbird 9:15am – Wagtail, Heron, Skylark, Raven	9:00am – Magpie, Robin, Sparrow, Mockingbird 9:15am – Wagtail, Heron, Skylark, Raven
Challenge 1 – 9:30am Recorded and posted on Class Dojo	GPS / Phonics	Arithmetic	GPS / Phonics	Arithmetic	GPS / Phonics
Challenge 2 – 10:30am Recorded and posted on Class Dojo	Maths	English - Reading	Maths	English - Reading	Maths
Challenge 3 – 12:30pm Recorded and posted on Class Dojo	Topic/ 2:30pm Year 3 Live Class Assembly	Topic/ 2:30pm Year 4 Live Class Assembly	PE / 2:30 pm Whole School Assembly	Topic/ 2pm Year 1 Live Class Assembly	Topic/ 2pm Year 2 Live Class Assembly
Afternoon – 1:00pm Live via Zoom	Intervention Group A	Intervention Group B		Intervention Group C	Intervention Group D
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday

Challenge 1 – 9:30am Recorded and posted on Class Dojo	Arithmetic	GPS / Phonics	Arithmetic	GPS / Phonics	Arithmetic
Challenge 2 – 10:30am Recorded and posted on Class Dojo	English - Writing	Maths	English - Writing	Maths	English - Writing
Challenge 3 – 12:30pm Recorded and posted on Class Dojo	Topic/ 2:30pm Year 3 Live Class Assembly	Topic/ 2:30pm Year 4 Live Class Assembly	PE / 2:30 pm Whole School Assembly	Topic/ 2pm Year 1 Live Class Assembly	Topic/ 2pm Year 2 Live Class Assembly
Afternoon – 1:00pm Live via Zoom	Intervention Group A	Intervention Group B		Intervention Group C	Intervention Group D

UKS2

Year 5 & 6	Monday	Tuesday	Wednesday	Thursday	Friday
Registration Live via Zoom	9am – Starling, Kestrel	9am – Starling, Kestrel	9am – Starling, Kestrel	9am – Starling, Kestrel	9am – Starling, Kestrel
	9:15am – Eagle, Kingfisher	9:15am – Eagle, Kingfisher	9:15am – Eagle, Kingfisher	9:15am – Eagle, Kingfisher	9:15am – Eagle, Kingfisher
Challenge 1 – 9:30am Recorded and posted on Class Dojo	Arithmetic	GPS	Arithmetic	GPS	Arithmetic
Challenge 2 – 10:30am Recorded and posted on Class Dojo	Maths	Maths	Maths	Maths	Maths
Challenge 3 – 11:30am Recorded and posted on Class Dojo	English - Reading	English - Reading	English - Reading	English - Writing	English - Writing
Challenge 4 – 1pm Recorded and posted on Class Dojo	Topic	Topic	PE / 2:30 pm Whole School Assembly	Topic / 2:30pm Year 5 Live Class Assembly	Topic / 2:30pm Year 6 Live Class Assembly
Afternoon – 1:30pm Live via Zoom	Intervention Group A	Intervention Group B		Intervention Group C	Intervention Group D

Additional Learning Opportunities

Maths Club – 1 x Weekly Session for Years 3, 4, 5 & 6 @ 3:30pm – By Invitation

Book Club – 1 x Weekly Session for Years 3, 4, 5 & 6 @ 12:15pm – By Invitation

NB: Groups will be cycled over the course of the term.

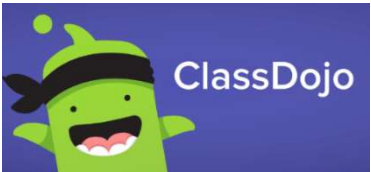

Additional Recommended Activities

EYFS	KS1	LKS2	UKS2
Reading – Daily via Oxford Owl and other resources	Reading – Daily via Oxford Owl and other resources	TTRS – Daily (20 mins) Reading – Daily (30 mins)	TTRS – Daily (20 mins) Reading – Daily (30 mins)

Daily Registration

- Registration will be open for 15 minutes for each class and recorded in line with Government guidance
- All Zoom links will be posted on Class Dojo pages
- Children should log into Zoom at the allotted time to register virtually with their Class / Year Group teacher
- Where sibling timings clash, children can register with one teacher, who will notify relevant classes of attendance
- Children should be dressed in suitable clothing, as should all adults supporting the session
- Participants should join the meeting on mute with the video on

Delivery Platforms

	<p>Class Dojo:</p> <ul style="list-style-type: none"> • Links to Zoom Sessions • Daily Recorded Lessons and Videos • Upload of Daily Challenges • Submission of Completed Challenges • Marking and Feedback • Showcasing Learning • Central Communications (Class and Whole School)
	<p>Zoom:</p> <ul style="list-style-type: none"> • Daily Live Registration • Daily Live Sessions (Nursery & EYFS) • Daily Live Intervention Groups • Weekly Class Assembly • Weekly Whole School Assembly

SEND Provision

Teachers should ensure that the work set and challenges provisioned for learners are sufficiently scaffolded to support pupils with additional needs.

Provision should extend to ensuring specialist learning equipment, specified resources and age and stage appropriate materials are available.

In response to our Covid-19 Impact Review, our SEND Provision will be overseen by our SENCo (Mrs Kerr) who will drive the quality and consistency of support.

Safeguarding

The safety of our pupils and our community is paramount at all time, but we must be particularly vigilant when we are in a Lockdown period.

Our updated policy is available on our website and has been shared with all staff members.

All safeguarding concerns should be logged in CPOMS.

Please continue to use CPOMS to raise concerns that you have as a result of inactivity on dojo, observations during live sessions or Daily Learning Surgeries, what you pick up in calls and if a family member asks for help or makes a disclosure.

Please ensure you alert our DSL of any families that you are worried about no later than Wednesday evening. DSLs can be contacted at all times if you wish to discuss a concern.

Your call log information is reviewed and monitored by SLT.

Weekly Expectations-Class Teachers and LSAs

Friday by 3pm	Class Teachers	Timetable for the week ahead	Please upload the timetable for the following week to dojo class story. Please use template A.
Wednesday by 3pm	Class Teachers and LSAs	Safeguarding checks	Please alert DSL (Mrs Kerr) of any children of concern so that door knocks can take place.
Thursday by 12pm	Class Teachers or LSAs	Pupil of the week communication	Please email Michala and the SLT team member at school (as they will need to write and post certificates) the name of your pupil of the week and the reason.
Thursday by 12pm	Class Teachers	Pupil of the week video	Send Fiona-Catherine (via WhatsApp) a video of you sharing your pupil of the week.
As and when works	Thrive Practitioners & Designated LSA's	Vulnerable Children Call Logs	Wellbeing calls to designated vulnerable children and families should be made on a weekly basis. Practitioners should endeavour to connect with children during calls, as well as parents and carers.

Daily Expectations-Class Teachers and LSAs

9am	Class Teachers	Daily	Live Registration via Zoom. Details of attendance captured and updated on Teams Spreadsheet. <i>Admin Team to monitor attendance.</i>
8:30am to 3:30pm*	Teachers and LSAs	Class Dojo Marking and Feedback	<ul style="list-style-type: none"> All uploads of Learning Tasks will be acknowledged responded to within 48 hours. Feedback will be given for key learning, with a focus on consolidating or extending learning and providing next steps for
8:30am to 3:30pm*	Teachers and LSAs	Class Dojo Messaging	<ul style="list-style-type: none"> All messages and queries will be responded to within 24 hours. Responses to families should not be beyond 3:30 in order to support your family time as well as the allow Westfield families to switch off.
Weekly	Teachers	Planning learning challenges for the week ahead	Using designated learning platforms and resources, plan 3 x learning challenges for each day. Supporting recorded videos can be developed in advance of sessions but must be uploaded each day
Daily	Class Teachers	Prepare Learning Tasks and videos for the day/s ahead	Please use specified KS1 and KS2 Templates to prepare your learning tasks.
Daily	Teachers and LSAs	Check Teams and Emails	Check Teams and emails periodically – Suggest 3 x per day at intervals.

*contracted daily hours only for LSAs and Part time teachers

SLT Weekly Tasks

Ongoing	Monitor call logs and respond appropriately	All
Ongoing	Engage in trust wide TEAMS meetings	All
Mon, Weds, Fri	Write to families on dojo via school story	TK & FCT
Thursday	Complete pupil of the week video	FCT
Thursday	Safeguarding door knocks	RK & KM / FCT / TK
Ongoing	Respond to safeguarding needs via CPOMS, virtual meetings and virtual case conferences	All / RK to Lead
Ongoing	Monitor use of dojo to quality assure provision	KM
Ongoing	Respond to changing guidance and plan ahead communicating next steps with the team	All / TK to Lead

Specific guidance on Learning Tasks

Reading and Writing

All resources should be used to compliment the design of your own Learning Tasks. Please select and adapt materials to suit your children's needs and give clear guidance on how to complete the tasks. Try to include a range of texts and question types.

Teachers should create their own tasks based on identified writing objectives and find suitable resources to engage, support and scaffold learning. Writing should always incorporate a clear grammar focus and be linked to a writing objective from each relevant year group. Where possible, writing could also be linked to your reading or curriculum work.

Please consider sharing a modelled text which teachers could write themselves or research good exemplars.

Key vocabulary should be exemplified and specific terminology should be clearly defined to support pupils and parents.

Maths

Our Maths Scheme of Learning is White Rose Maths, White Rose have developed a range of Home Learning materials which can be located here: <https://whiterosemaths.com/homelearning/> Each lesson includes a video introduction and an accompanying worksheet for children to complete. Additional materials to support each lesson, including Flashback 4 to consolidate past objectives, can be sourced from the Premium resource centre.

Arithmetic and Fluency Challenges can be provisioned as Early Morning / Starter Challenges, utilising the daily and weekly Arithmetic materials on TEAMS. Teachers should also consider this opportunity to practice key skills which have been highlighted as areas for development from their own data analysis.

Children are also encouraged to practice Times Tables regularly via Times Tables Rock Stars

Curriculum

We will continue to follow the Unity curriculum including the listed resources.

KO's should be shared with parents and children at the beginning of each new topic. Suitable and tested links should be provided for any research.

If you are expecting a written or creative outcome, please provide suggestions and exemplars for how this could be done.

As in the written tasks, ensure that you refer to key vocabulary. If appropriate use or adapt Key vocabulary and knowledge notes.

Guidance on Marking and Feedback

- Class Dojo will be in operation between 8:30am and 3:30pm but it is not expected that colleagues will be online ALL day. Dojo will be accessed at various points in the day as decided on by individual teams. Consideration will be given to colleagues who are supporting their own children and some work needs to be completed offline.
- We cannot replicate the feedback and engagement that would be present in the classroom
- All set Learning Activities will be acknowledged via Dojo Portfolios within 48 hours of them being posted.
- Any messages sent by parents will be acknowledged and responded to within 24 hours.
- Where appropriate, rewards will be given (Dojo Points)
- Where applicable, written feedback will be given (Comments)
- We strongly encourage next steps where appropriate but not for every piece of learning.
- Children are welcome and encouraged to post additional learning and experiences outside of the set challenges to their Portfolio, but this will not always be marked or receive written feedback.

Phone Communication

Children and families who are vulnerable will need our support and guidance during the event of a lockdown. Our DSL, Rosie Kerr, will be responsible for overseeing weekly contact with those families while our Thrive Lead, Chloe Champion, will be implementing a timetable for all Thrive practitioners and making calls to our vulnerable community. Calls will be prioritised for: CIN, CIC, PP, EHCP and SEND families.

Document Formatting

- All documents should be saved as a PDF prior to being posted online
- Documents should be saved in portrait format

Remote Meetings

You may be asked to be available once a week for a small Teams meeting. This could be a KS meeting or wider group meeting. Virtual meetings with large groups can prove very challenging and we do not wish to cause undue stress to colleagues who may worry about technology. Advanced notice will be given for a meeting.

Physical Learning Packs

For families with extreme difficulty accessing remote learning, we will provide physical packs of work. To ensure the safety of our staff and maintain safe practice as per the Government guidelines, our delivery service will be minimal and only where absolutely essential. Learning Packs will be prepared on the Monday of each week, with delivery on a Tuesday.