



## Bamburgh School Remote Learning Plan

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### Primary Plan

Priority	How
<p><b>1. Communication Structures</b></p>	<p>Frequency of Check-ins for:</p> <ul style="list-style-type: none"> <li>● <b>Teachers</b> will share daily information about learning via Class Dojo using the 'Class Story' feature. For Birch, Tulip and Honeysuckle classes, daily learning will then be shared via Tapestry. For Holly, Sycamore, Hawthorn classes, work will be assigned to individuals and groups of children via the 'Portfolio' section of Class Dojo.</li> <li>● Mulberry and Willow classes will set work via Google Classroom using the Secondary Remote Learning Plan.</li> <li>● <b>Pupils</b> do not have the skills to message staff, so teachers will contact parents via the Class Dojo messaging facility daily, checking up on how easily children have accessed the work set.</li> <li>● <b>Families</b> will be contacted once a week by the pupil's class teacher or TA (see 'Communication Plan for Parents', below).</li> </ul> <p>School will also use email, ParentHub, Bamburgh's Facebook page, Tapestry and the school website to communicate with parents.</p> <p>Pupil communication will take place via parents on Class Dojo messaging.</p> <p>(Calls from school staff may be made from withheld numbers where a staff member is working from home. Please do not use landlines to call mobiles from home.)</p>
<p><b>2. Clear Expectations for Pupils and Parents/Carers around Remote Learning</b></p>	<p><b>Continuity of education in the event of full or partial school closure:</b></p>

The following schedule will be followed by all teachers/TAs in school and those self-isolating at home. There is not an expectation that it will be followed by staff who are not in school because of illness.

There is an expectation that pupils who are self-isolating at home will follow the schedule as detailed below.

**Our remote school day schedule for full and partial closure:**

Parents/carers will be advised to encourage pupils to adhere to normal lesson, break and lunchtimes so that pupils do not fall behind.

**How teachers will deliver work via Class Dojo and Tapestry**

Due to the developmental levels and abilities of our children it is understood that not all children will engage in virtual formal lessons. For this reason, Class Dojo and Tapestry will be used to set work for some classes.

Class Dojo: Hawthorn, Holly, Sycamore

1. A class story will be shared via Class Dojo with the learning of the day. This may be presented as writing or a video, based on teacher preference. There will be one literacy, one maths activity, one physical activity and one 'topic' based activity. Teacher to give instructions that children MUST login to their own accounts on Class Dojo to access work (not via the parent account).
2. Individual learning activities will be shared via the 'Portfolio' section of Class Dojo, which can be accessed via the website and not the app.
3. Teacher to specify how work is to be returned (via text, video, photo, drawing or worksheet)
4. Teacher will message parents halfway through the day (between 11am-1pm) to see how well pupils are responding to the activities and whether adaptations need to be made for individuals.
5. Teacher will provide feedback on activities completed throughout the day.

Tapestry: Birch, Tulip & Honeysuckle

1. A class story will be shared via Class Dojo with the learning of the day. There will be 3 activities provided each day and a Wild Card.

2. Learning activities will be shared on Tapestry. A video will be uploaded of the teacher explaining one of these tasks and ideas of how to submit these activities will be shared.
3. Teacher will message parents halfway through the day (between 11am-1pm) to see how well pupils are responding to the activities and whether adaptations need to be made for individuals.
4. Teacher will provide feedback on activities completed throughout the day.

Any safeguarding concerns that staff may have as a result of this communication should be passed on via CPOMS in the normal way.

**Parents of older primary pupils are requested to:**

- Ensure that pupils join the lesson at the correct time. Unfortunately, if a pupil joins more than 10 minutes after the start of the lesson, we may not be able to allow him/her access to avoid disturbance to others in the lesson. For the same reason, if the internet continually drops out, we might not be able to allow access to the lesson.
- Please bear in mind how difficult it is to work with a lot of background noise. Providing your son/daughter with a quiet space for lessons means that everyone in the class can access the lesson without disturbance from other people's homes. For the same reason, please keep pets out of the room and the TV off. Eating during a lesson should also be avoided.
- Ensure that pupils have all equipment needed (table, paper, pens) before the lesson starts. Once again, contact school if resources need to be provided by us.
- Strongly discourage pupils from chatting to others in the class during the lesson. If the teacher mutes a pupil, there will be a good reason for this, so we ask that your son/daughter waits for the teacher to tell him/her to unmute, and does not do this without permission.
- Please keep in touch with us and do let us know if you're having any difficulties with remote learning, or if you have any questions. You can contact your son's/daughter's form tutor in all the normal ways.

	<p><b>Other expectations and routines:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will collaborate with intervention specialists (see 'Intervention Support Plan', below)</li> <li>2. Class teachers will take account of pupils' EHCPs when working remotely.</li> <li>3. Form tutors/class teachers will take account of online safety when working remotely.</li> <li>4. Self-isolating TAs will not be expected to be part of live streamed lessons, but will be expected to fulfill tasks set by management at home.</li> </ol>
<p><b>3. Training Staff and Pupils on the use of School's Remote Learning Tools</b></p>	<p><b>When and how initial CPD happened:</b>  Online support videos re using Google Classroom have been designed and posted by school's IT technician (Willow, Mulberry)  CPD around Class Dojo and Tapestry provided by SB at the start of the Autumn Term (all other primary classes).</p> <p><b>When and how ongoing CPD will happen:</b>  Further (more advanced) training re Google Classroom/Class Dojo features to be provided to teachers in the first half term 20/21.</p> <p><b>Resources for CPD:</b>  Videos on how to use individual features of Google Classroom/Class Dojo are available on the Teachers' Classroom, and added to as required.</p> <p><b>Digital Tools and Other Resources:</b>  Google Classroom  Tapestry  Class Dojo</p> <p><b>How pupils will access learning:</b>  Either Online learning,  or, where this is not possible, paper resources will be sent to the home and handed in at the end of the 14 day self-isolation period. For longer periods of self-isolation, arrangements will be made to collect work.  NB: School has audited the availability of technology in the home environment of pupils, and has arranged/is arranging the loan of equipment to ensure that, as far as possible, all pupils will be able to access remote learning online. This</p>

	<p>arrangement will be kept under review and extended as necessary.</p> <p><b>Technology that will be available for loan to pupils learning remotely:</b>  Google Chromebooks,  Wifi dongle</p>
<p><b>4. Plan for Access to Technology and Remote Learning.</b></p>	<p><b>Technology that will be available for teachers:</b>  A school laptop or Chromebook will be provided to teachers who are self-isolating. In school teachers have access to their own desktop computer.</p> <p><b>How teachers will access technology and other resources:</b>  School website,  Google Classroom</p> <p><b>Plan for familiarising pupils with digital tools and resources:</b>  Work was done with pupils before the March '20 Lockdown. Further familiarisation work on Google Classroom (and check that all pupil logins work) will be completed in class w/b 28/9 and 5/10/20</p> <p><b>Communication Plan for Parents:</b></p> <ol style="list-style-type: none"> <li>1. Families will be contacted once a week by the pupil's form tutor/class teacher or TA. Issues relating to general welfare, education, emotional well-being, parent/carer wellbeing are identified through scripted questions and signposted to SMT via a spreadsheet linked to a Google Form. SMT then pick up these issues.</li> <li>2. Parents can request guidance and further support from a senior member of staff by using the <a href="mailto:info@bamburghschool.co.uk">info@bamburghschool.co.uk</a> email facility.</li> </ol> <p><b>Intervention Support Plan:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will collaborate with intervention specialists (ie: SaLT, CYPS, OT, Counsellor), writing reports for and attending virtual meetings as necessary.</li> <li>2. Form tutors/class teachers will use pupils' EHCPs to ensure that the provision on this document is addressed whether the pupil is at home or at school.</li> <li>3. Literacy - MyOn</li> <li>4. Numeracy - Dynamo</li> </ol>

<p><b>5. Resources</b></p>	<ol style="list-style-type: none"> <li>1. Teachers may use their professional knowledge to choose/make suitable resources for their pupils.</li> <li>2. School has subscriptions to the following resources which can be accessed remotely:  Education City  EChalk  My Maths  BBC Bitesize  Oak Academy  MyOn  Exam board resources</li> </ol>
<p><b>6. Social and Emotional Care</b></p>	<p><b>Support for social and emotional learning needs:</b></p> <ol style="list-style-type: none"> <li>1. Access to school counsellor</li> <li>2. Referrals to relevant services (eg: CYPS) as required</li> </ol> <p><b>Plan to help foster connection between teachers, families and pupils:</b></p> <ol style="list-style-type: none"> <li>1. Regular pupil/teacher and parent/teacher contact (see 'Communication Structures' above)</li> <li>2. Remote Learning merits for effort.</li> <li>3. Remote Learning rewards for completion of work using the points system on Google Classroom.</li> <li>4. Class Dojo</li> <li>5. Teachers will explore online opportunities to connect with families and pupils, for example:  Keep Fit class with PE teacher,  Cookery Demo with Life Skills teacher,  Mindfulness/Relaxation with school counsellor,  Primary teachers reading to pupils</li> </ol> <p><b>Plan for pupils who may need extra support:</b>  Extra weekly phone call from SMT, with support offered as available/necessary.</p>
<p><b>7. Safeguarding</b></p>	<p>At all times, school will take account of the current government guidance 'Safeguarding and remote education during coronavirus (COVID 19)'. School also has a COVID Addendum to our Child Protection and Safeguarding Policy (available on the school website), which is updated monthly. All staff are required to read the two documents above each time they are updated.</p>

**Secondary Plan**

Priority	How
<p><b>1. Communication Structures</b></p>	<p>Frequency of Check-ins for:</p> <ul style="list-style-type: none"> <li>● <u>Where lessons are not live streamed, teachers</u> will check in with pupils on each day that they would normally have a lesson with them by using the ‘share something with your class’ facility on Google Classroom. The drop down ‘All Pupils’ menu allows you to message individuals, who can then reply. They will also check for pupil messages on Google Classroom and respond to these daily.</li> <li>● <u>Where live streamed lessons are not being accessed, pupils</u> are expected to check in with the teachers that they would normally have a lesson with each day, by posting a message via the relevant Google classroom.</li> <li>● <b>Families</b> will be contacted once a week by the pupil’s form tutor/class teacher or TA (see ‘Communication Plan for Parents’, below).</li> </ul> <p>School will also use email, ParentHub, Bamburgh’s Facebook page, Tapestry and the school website to communicate with parents.</p> <p>Pupil communication will take place through Google Classroom, or by phone if messages on Google Classroom are not answered.</p> <p>(Calls from school staff may be made from withheld numbers where a staff member is working from home. Please do not use landlines to call mobiles from home.)</p>
<p><b>2. Clear Expectations for Pupils and Parents/Carers around Remote Learning</b></p>	<p><b>Continuity of education in the event of full or partial school closure:</b></p> <p>The following schedule will be followed by all teachers/TAs in school and those self-isolating at home. There is not an expectation that it will be followed by staff who are not in school because of illness.</p> <p>There is an expectation that pupils who are self-isolating at home will follow the schedule as detailed below.</p> <p><b><u>Our remote school day schedule for full and partial closure:</u></b></p> <p>Parents/carers will be advised to encourage pupils to adhere to normal lesson, break and lunchtimes so that pupils do not fall behind.</p> <p><b>How teachers will be present:</b></p> <ol style="list-style-type: none"> <li>1. At Bamburgh, management believes that, in order to best meet our pupils’ SEND needs, the most effective means of delivering learning when either the teacher</li> </ol>

or pupils are self-isolating is live streaming (either from school to pupils' homes, or from a teacher's home to school). If staff have concerns about safeguarding, lessons may be recorded, after gaining consent from all pupils and parents. To record, press the record button. When you later click 'stop recording', the recording will be automatically saved into a 'Meet Recordings' folder in 'My Drive'. This happens automatically, but the names given to the videos do not identify them. It is vital that you rename the video as '(your initials) lesson with (class) on --/--/20'. This can then be used as evidence that nothing untoward has been said/done by either party.

2. Where individual teachers feel that live streaming is not the most effective means of delivering learning in specific cases, then this should be discussed with SMT. Only in these specific cases (and where a teacher has prior permission from SMT), teachers may - instead of live streaming - provide a pre-recorded introduction to the lesson - either through video or Powerpoint - and pupils may then work off-line on the tasks set through Google Classroom. To do this, on a Chromebook 'add assignment' choose 'add video'. This will record and upload for you. It can take up to 15 minutes for pupils to be able to view this, so it will need to be done in advance. Powerpoints can be uploaded from your docs or Drive by using the paperclip symbol to attach them to your post.
3. Where lessons are not live streamed, teachers will run a weekly on-line catch-up session for each class learning remotely. During this hour, which will be timetabled during a normal lesson time for this class, the teacher will invite each pupil (through Classroom or by email) in turn to a brief (five to ten minute) Google Meet to discuss how their work is going and offer help where needed. Before the Meet, staff must 'join the meet' (and - if the meeting is to be recorded - set up 'record meeting' by clicking on the three dots in the bottom right corner and selecting this option). Meets may be recorded if staff have concerns about safeguarding, but only after gaining consent from all pupils and parents. To record, press the record button. When you later click 'stop recording', the recording will be automatically saved into a 'Meet Recordings' folder in 'My Drive'. This happens automatically, but the



names given to the videos do not identify them. It is vital that you rename the video as '(your initials) meeting with (pupil) on --/--/20'. This can then be used as evidence that nothing untoward has been said/done by either party.

4. Any safeguarding concerns that you may have as a result of these meetings should be passed on via CPOMS in the normal way.
5. Within Google Meet, there are also options to 'turn off microphone' (your own), 'turn off camera' (your own), 'turn on background blur' and 'leave call'. These options are available for both parties. Ideally these meetings should be face to face, however if staff wish, there is an option to turn off the pupil's camera: again by clicking the three dots on the bottom right of the screen, then clicking 'settings', then video, then the dropdown menu labelled 'receive resolution maximum'. Finally, click audio only.
6. Work completed by students will be 'turned in' on Google Classroom. This will be marked online, and returned remotely to pupils by teachers. Teachers should instruct TAs to print a copy of each piece of work and put this in the pupil's work file/book.

**How pupils will be present:**

1. Pupils will be invited to attend live streamed lessons via Google Classroom.
2. Pupils will check in daily with form tutors/class teachers by posting a message via the relevant Google Classroom.
3. Pupils will be invited to attend a weekly on-line catch up session with each of their teachers where lessons are not live-streamed (see 'Communication Structures' above).

**How families will be included and supported:**

1. Families will receive a weekly call from the form tutor/class teacher or TA.
2. Parents can request guidance and further support from a senior member of staff by using the [info@bamburghschool.co.uk](mailto:info@bamburghschool.co.uk) email facility.

**Our remote school day schedule for pupils self-isolating, but not ill:**

Where a pupil is self-isolating, but not ill, parents/carers will be expected to encourage him or her to attend normal lessons remotely, via Classroom, so that he/she does not fall behind.

In the case of individual pupils within a class self-isolating, they will be invited to a Google Meet during the lesson itself. Teachers may wear headphones so that the pupil joining from home can only hear the teacher (with a mute facility available), and the webcam will be pointed at either the teacher's computer screen or the C Touch, so that no pupils or staff member can be seen. The pupil at home can then access the lesson, and there will be no need for the weekly on-line catch up session, or the Google Classroom daily check-ins.

In these live streamed lessons, teachers will need to be aware that a pupil or a family is listening in, and adapt what they say accordingly. Normal rules re appropriateness and confidentiality will apply.

If pupils do not access these live streamed lessons, then the procedure for full and partial closure should be followed instead.

**Parents are requested to:**

- Ensure that pupils join the lesson at the correct time. Unfortunately, if a pupil joins more than 10 minutes after the start of the lesson, we may not be able to allow him/her access to avoid disturbance to others in the lesson. For the same reason, if the internet continually drops out, we might not be able to allow access to the lesson.
- Please bear in mind how difficult it is to work with a lot of background noise. Providing your son/daughter with a quiet space for lessons means that everyone in the class can access the lesson without disturbance from other people's homes. For the same reason, please keep pets out of the room and the TV off. Eating during a lesson should also be avoided.

(If warnings from the teacher are not heeded, unacceptable behaviour from any pupil may result in them being removed from the rest of that lesson)

only. He/she can log back in for the next lesson as normal.)

- Ensure that pupils have all equipment needed (table, paper, pens) before the lesson starts. Once again, contact school if resources need to be provided by us.
- Strongly discourage pupils from chatting to others in the class during the lesson. If the teacher mutes a pupil, there will be a good reason for this, so we ask that your son/daughter waits for the teacher to tell him/her to unmute, and does not do this without permission. Similarly, please discourage pupils from asking the teacher questions about work outside of their own lesson time, as they will be teaching other classes then.
- Please help us to run a normal lesson by talking to us (or to other students in the class) only outside of lesson times. We are happy to answer emails and phone calls between 8.30 and 8.55 and between 3.10 and 3.30, if you have any questions about the lessons being live-streamed.
- Please keep in touch with us and do let us know if you're having any difficulties with remote learning, or if you have any questions. You can contact your son's/daughter's form tutor in all the normal ways.

**Other expectations and routines:**

1. Teachers will collaborate with intervention specialists (see 'Intervention Support Plan', below)
2. Form tutors/class teachers will take account of pupils' EHCPs when working remotely.
3. Form tutors/class teachers will take account of online safety when working remotely.
4. Self-isolating TAs will not be expected to be part of live streamed lessons, unless they are covering for a teacher, but will be expected to fulfill tasks set by management at home.

<p><b>3. Training Staff and Pupils on the use of School's Remote Learning Tools</b></p>	<p><b>When and how initial CPD happened:</b>  Online support videos re using Google Classroom have been designed and posted by school's IT technician.</p> <p><b>When and how ongoing CPD will happen:</b>  Further (more advanced) training re Google Classroom features to be provided to teachers in the first half term 20/21.</p> <p><b>Resources for CPD:</b>  Videos on how to use individual features of Google Classroom are available on the Teachers' Classroom, and added to as required.</p> <p><b>Digital Tools and Other Resources:</b>  Google Classroom  Tapestry</p> <p><b>How pupils will access learning:</b>  Either Online learning,  or, where this is not possible, paper resources will be sent to the home and handed in at the end of the 10 day self-isolation period. For longer periods of self-isolation, arrangements will be made to collect work.  NB; School has audited the availability of technology in the home environment of pupils, and has arranged/is arranging the loan of equipment to ensure that, as far as possible, all pupils will be able to access remote learning online. This arrangement will be kept under review and extended as necessary.</p> <p><b>Technology that will be available for loan to pupils learning remotely:</b>  Google Chromebooks,  Wifi dongle</p>
<p><b>4. Plan for Access to Technology and Remote Learning.</b></p>	<p><b>Technology that will be available for teachers:</b>  A school laptop or Chromebook will be provided to teachers who are self-isolating. In school teachers have access to their own desktop computer.</p> <p><b>How teachers will access technology and other resources:</b>  School website,  Google Classroom</p> <p><b>Plan for familiarising pupils with digital tools and resources:</b></p>

	<p>Work was done with pupils before the March '20 Lockdown. Further familiarisation work on Google Classroom (and check that all pupil logins work) will be completed in class w/b 28/9 and 5/10/20</p> <p><b>Communication Plan for Parents:</b></p> <ol style="list-style-type: none"> <li>1. Families will be contacted once a week by the pupil's form tutor/class teacher or TA. Issues relating to general welfare, education, emotional well-being, parent/carer wellbeing are identified through scripted questions and signposted to SMT via a spreadsheet linked to a Google Form. SMT then pick up these issues.</li> <li>2. Parents can request guidance and further support from a senior member of staff by using the <a href="mailto:info@bamburghschool.co.uk">info@bamburghschool.co.uk</a> email facility.</li> </ol> <p><b>Intervention Support Plan:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will collaborate with intervention specialists (ie: SaLT, CYPS, OT, Counsellor), writing reports for and attending virtual meetings as necessary.</li> <li>2. Form tutors/class teachers will use pupils' EHCPs to ensure that the provision on this document is addressed whether the pupil is at home or at school.</li> <li>3. Literacy - MyOn</li> <li>4. Numeracy - Dynamo</li> </ol>
<p><b>5. Resources</b></p>	<ol style="list-style-type: none"> <li>1. Teachers may use their professional knowledge to choose/make suitable resources for their pupils.</li> <li>2. School has subscriptions to the following resources which can be accessed remotely:  Education City  EChalk  My Maths  BBC Bitesize  Oak Academy  MyOn  Exam board resources</li> </ol>
<p><b>6. Social and Emotional Care</b></p>	<p><b>Support for social and emotional learning needs:</b></p> <ol style="list-style-type: none"> <li>1. Access to school counsellor</li> <li>2. Referrals to relevant services (eg: CYPS) as required</li> </ol> <p><b>Plan to help foster connection between teachers, families and pupils:</b></p>

	<ol style="list-style-type: none"> <li>1. Regular pupil/teacher and/or parent/teacher contact (see 'Communication Structures' above)</li> <li>2. Remote Learning merits for effort.</li> <li>3. Remote Learning rewards for completion of work using the points system on Google Classroom.</li> <li>4. Class Dojo</li> <li>5. Teachers will explore online opportunities to connect with families and pupils, for example: <ul style="list-style-type: none"> <li>Keep Fit class with PE teacher,</li> <li>Cookery Demo with Life Skills teacher,</li> <li>Mindfulness/Relaxation with school counsellor,</li> <li>Primary teachers reading to pupils</li> </ul> </li> </ol> <p><b>Plan for pupils who may need extra support:</b>  Where lessons are not live-streamed or live-streamed lessons are not being accessed, extra weekly phone call from SMT, with support offered as available/necessary.</p>
<p><b>7. Safeguarding</b></p>	<p>At all times, school will take account of the current government guidance 'Safeguarding and remote education during coronavirus (COVID 19)'. School also has a COVID Addendum to our Child Protection and Safeguarding Policy (available on the school website), which is updated regularly. All staff are required to read the two documents above each time they are updated.</p>