



BERRYMEDE JUNIOR SCHOOL
Policy & Contingency for Remote Teaching & Learning
January 2021



In order to ensure that learning is continued, irrespective of full closure, bubble closure or self-isolation, Berrymede Junior School has developed the following plan which offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and require paper copies of work and resources.

This plan will be applied in the following instances:

1. An individual/number of children are self-isolating because of a positive test within the household or are displaying symptoms.
2. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus.
3. Short term whole school closure except for childcare provision for key worker children.

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.

Software and online platforms

Policy and Contingency for Remote Teaching and Learning Plan

1. Aims and Scope In the event of a school closure

- Berrymede Junior School is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.
- BJS will deliver four hours of remote education per day across all year groups as set out in government guidance.
- BJS will use the Microsoft Teams platform to deliver our remote learning as well as: Reading Plus, TT Rockstars, My Maths, White Rose Maths, Sumdog, Oak National Academy, email, Class Dojo, NCETM,
- BJS aims to ensure that teaching and learning continue as effectively as possible during a period of partial or extended closure. Whilst our normal policy and procedures will help us to ensure high educational standards, during these periods we will need to amend plans to ensure the workload is manageable for staff, students and families. As always, we are committed to working in partnership with all stakeholders and members of the Berrymede community. We know that remote learning is not an easy task and can sometimes be a source of frustration in what are already difficult times. We cannot emphasise enough the importance of reading regularly, above everything, this will have the biggest impact on a student's ability to 'pick up where they left off' when they return to school.

2. Roles and Responsibilities

Teachers are expected to:

- plan and deliver 'live sessions' (synchronous) or produce recordings of lessons (asynchronous) where live lessons are not possible in the event of illness or their own childcare requirements.
- plan and set assignments so that that pupils have meaningful and ambitious work each day in line with the normal school curriculum and their school timetable.
- 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.
- provide frequent, clear explanations and modelling of new content via synchronous or asynchronous methods or through high quality curriculum resources, and/or live streaming/pre-recorded videos.
- adapt lessons, particularly for those with SEND whilst still maintaining high expectations so that all pupils have the opportunities to meet expectations. Liaise with teaching assistants linked to students with EHCPs or the SENDCo to ensure work is meeting the needs of the student.
- assess how well pupils are progressing through the curriculum, using questions and low stakes formative assessment.

- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- respond to reasonable amounts of communication from students, parents and teachers, but only within usual school working hours.
- Provide weekly feedback in line with school and subject area policies, returning it to students electronically.
- track and monitor the completion of online work via daily registers, reporting those students who fail to complete work frequently to the Head of Year to investigate further and instigate parental contact.
- In the event of a full closure, track attendance to 'live lessons/events', reporting those students who fail to attend to the Attendance Officer/Head of Year.
- recognise and praise excellent effort or work.
- continue to look out for signs that a child might be at risk and deal with any concerns as outlined in the safeguarding policy.
- manage behaviour during live events, using CPOMs reporting system as required.
- maintain professional conduct during live streaming. This includes maintaining professional language and dress during live lessons.

3. Curriculum Leaders (CLs)

In addition to their teaching responsibilities, CLs are responsible for:

- considering whether any aspects of the BJS curriculum need to change to accommodate /enhance the effectiveness of remote learning and adapt as necessary
- quality assurance of remote learning provision via Teams to ensure all work set is appropriately challenging and consistent;
- working with senior leaders to make sure work set remotely across all subjects/classes is challenging and consistent.
- monitoring the remote work set by teachers in their subject – including the quality and frequency of assessment and feedback.
- sharing of best practice and resources that improve the effectiveness of remote teaching.
- encourage collaboration and sharing of resources to reduce staff work-load. For example, the creation of a shared Teams assignments folder for staff to select from when uploading assignments.
- setting work in the event a teacher is unwell during a period of remote learning.

4. Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school
- monitoring the effectiveness and quality of remote learning, through regular meetings with subject leaders, middle leaders and teachers and through pupil and parental feedback via surveys.
- monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- quality assuring the remote learning provision and effectiveness of teaching and learning.
- Ensure all students have access to paper based resources as and when required to provide full access to the curriculum. Parents can contact admin@berrymede-jun.ealingg.sch.uk or through Class Dojo for further support.
- ensuring full access to technology, particularly for disadvantaged pupils. BJS has received and allocated our full allocation of government laptops, these been distributed to eligible students. For enquiries regarding internet access and data support please contact admin@berrymede-jun.ealingg.sch.uk
- Ensure all SEND students have full access to the curriculum. We recognise that some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will

work with parents and carers to support those pupils. Please contact the school for further details and support.

5. Safeguarding

Designated safeguarding lead (Mrs L Khan) and Deputy Designated Safeguarding Leads (Mrs N Patel, Mr S Cottton) are responsible for:

- coordinating action on safeguarding students and promoting the welfare of children in the school/and at home when learning remotely.
- ensuring that all staff know who the DDSL is and who acts in his/her absence
- ensuring that all staff are aware of their responsibilities in being alert to the signs of abuse, particularly in relation to remote learning and of their responsibility to report and record any concerns.

6. IT staff

IT staff are responsible for:

- fixing issues with Office 365 and other issues arising linked to remote learning access or blended learning systems.
- reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- assisting staff, pupils and parents with accessing the internet or devices

7. Pupils and Parents

Assuming that a student is healthy and well enough to work, students will be expected to:

- participate as fully as possible in the remote learning process, attending relevant live lessons/events, completing independent work, and submitting assignment tasks promptly and to the best of their ability.
- read and respond to communication from the school (e.g. Class Dojo) on a regular basis.
- behave appropriately during live lessons, in line with expectations outlined in the school's behaviour policy
- be contactable during the school day – although consider they may not always be in front of a device the entire time
- seek help if they need it, from teachers or teaching assistants via Teams
- alert teachers via Teams/Class Dojo if they're not able to complete work
- alert class teachers where there are issues around their well-being or mental health or that of another student.
- alert their class teacher or Designated safeguarding leads about any safeguarding issues.

Staff can expect parents with children learning remotely to:

- make the school aware if their child is ill or self-isolating or otherwise can't complete work
- make the school aware if their child has no or limited access to IT devices and BJS will seek to support whenever and wherever possible.
- seek help from the school if they need it e.g. academic support, mental health and well-being support.
- help them to organise and structure their day and where possible, ideally finding a quiet place to work without distractions.

Protocol for Teaching and Learning in the event of Tier2/3/4 school closure

Staff	Students	Parents/Carers
<p>Set work:</p> <ul style="list-style-type: none"> Released to students clearly and broken down into straightforward steps. This should be significantly less in amount than would be expected in school. Where concepts are new or more difficult provide audio/visual explanations where at all possible via Teams. Place this on Teams Check Teams daily and respond to queries from students about work related issues that arise within 24 hours (school days). Provide feedback where relevant/appropriate in accordance with BJS Remote Lessons document. Use the school rewards system to recognise good/excellent work. Should a student not respond or engage with the work set – contact Heads of Year or member of Senior Leadership Team 	<ul style="list-style-type: none"> Check the work set for the day/week on Teams and follow all behaviour expectations as outlined in the Behaviour Policy. Ensure that the task is understood and ask for help via Teams if needed. Complete the work in the manner set and upload any assignments if required. If you are unsure about your work contact your teacher via Teams or Class Dojo. 	<ul style="list-style-type: none"> Alert the school if they do not have Internet access and/or access to a PC/laptop at home so that the school can provide hard copy work packs. Discuss any issues with your child and encourage them to raise any concerns with their teacher via Teams messaging - whilst understanding there may not be an immediate response. Be able to contact a member of Learning Support for additional assistance if their Child has an Education Health and Care Plan. Help your child to plan their day. *please be aware that a member of staff may be absent or unable to set work/respond to emails immediately. Therefore, please use admin@berrymede-jun.ealing.sch.uk Or Class Dojo

KS2 REMOTE LEARNING TIMETABLE		JANUARY 2021
Time	Monday - Friday	
Each lesson:	30 mins live teaching 30 mins off screen independent tasks/breakout sessions with support staff (approx. timings)	
9.00-9.15	Well Being Check In Welcome Registration	
9.15-10.15	Maths: White Rose Maths Oak Academy	
10.15-10.30	Break – Off Screen Time	
10.30-11.30	Literacy: Writing/Comprehension/Grammar/Spelling/Punctuation Oak Academy	
11.30-12.30	Lunch – Off Screen Time	
12.30-1.30	Science/Foundation Subjects On Fridays: Merit Assemblies/ Project Work - Enquiry Based Learning	
1.30-1.45	Break – off Screen Time	
1.45 – 2.15	Reading Plus	
2.15-3.00	<ul style="list-style-type: none"> Finish any incomplete tasks Teachers available to support students Catch up sessions with targeted pupils 	<ul style="list-style-type: none"> EAL Sessions Interventions (IDL) Reading Plus/Targeted reading groups
3.00-3.15	Years 3 & 4 – Story Time	Years 5 & 6 Class Reading
Homework:		
<ul style="list-style-type: none"> Literacy: Complete homework tasks and upload to MS Teams in correct folder Reading: Write your daily summaries in your green reading records My Maths: Complete weekly activities, upload your daily tasks to the correct folder on MS Teams PE: Get up and get active in break, lunch-times and at the end of the day ☺ Years 3 & 4: Daily 30 mins TT Rockstars/Reading Plus Upload homework to MS Teams in correct Folder 		

Study Packs

Worksheets and practical resources If a child is isolating from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work. Children will have immediate opportunity to continue their learning. The work packs will cover basic skills work that would be relevant at any stage of the year in English and Maths.

Remote Learning

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Tier 1 (until test results received)</p> <ul style="list-style-type: none"> Class Teacher to prepare paper packs to be sent home with the child, including English, Maths, Science and Topic for that week If a child does not come into school, paper packs to be prepared and then someone not in their household can collect/school will deliver Children to use MS Teams, Class Dojo, Reading Plus, My Maths, Sumdog and TT Rockstars to complete independent learning If children return to school after negative test results, to bring paper copies in, quarantine for 48 hours before receiving feedback from the Class Teacher Children/ parents can contact Class Teacher via email, Class Dojo who will respond accordingly <p>Tier 2 (when test results received and child needs to self-isolate up to 10 days)</p> <p>Whole School</p> <ul style="list-style-type: none"> Contact with the child/parent will be made via telephone on day 1 or 2 of Tier 2 by Class Teacher to check-in regarding Well Being, Learning and any electronic device needs. Please ensure that you withhold your number, that the phone is on speaker and there is an adult present with the child The following learning will be set, in MS Teams/or Class Dojo, and in line with in-school teaching (if internet remains a barrier, paper copies to be sent home): Maths – Class Teacher devised lessons/Oak Academy links to videos and accompanying learning English – adapted slides and accompanying learning/ Oak Academy English units Science/Foundation – adapted slides and accompanying learning subjects P.E.- link to activities/challenges/video links Project work guidelines 	<ul style="list-style-type: none"> If a child is entitled to benefit-related FSM ensure food hampers/food bank vouchers are made available If a child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and next steps agreed. SENCO advises and monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. SENCO is in weekly contact with the parents and child. If a child has 1:1 support, adult to contact child/family daily to provide support and learning updates. If a SEND child (not with an associated 1:1 adult) does not engage after Tier 1 has finished, SENCO to make contact and discuss potential barriers. If a child normally has a 1:1 counselling sessions, these are to continue via Microsoft. SENDCo to make contact with parents at the start of Tier 2.

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>Tier 1 (initial 2 days)</p> <ul style="list-style-type: none"> Class Teacher to use MS Teams to set up learning, including English and Maths Children to use MS Teams, Class Dojo, Reading Plus, My Maths, Sumdog and TT Rockstars to complete independent learning <p>Whole School</p> <ul style="list-style-type: none"> Class Page on MS Teams or Class Dojo used to post messages by teacher daily Contact with the child/parent will be made via telephone on day 1 or 2 of Tier 2 by school staff to check-in regarding Well Being, Learning and any electronic device needs. Please ensure that you withhold your number, that the phone is on speaker and there is an adult present with the child (weekly) MS Teams/Class Dojo to be sent out to bubble to outline expectations of virtual learning on day if internet remains a barrier, paper copies to be sent home) Weekly Timetable uploaded on website/Class Dojo 	<ul style="list-style-type: none"> If a child is entitled to benefit-related FSM ensure food hampers/food bank vouchers are made available If a child is vulnerable in any way, the DSLs will ensure that appropriate agencies are notified and next steps agreed. SENCO advises and monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. SENCO is in weekly contact with the parents and child. If a child has 1:1 support, adult to contact child / family daily to provide support and learning updates. If a SEND child (not with an associated 1:1 adult) does not engage after Tier 1

<p>Daily: Vis MS Teams/Class Dojo in line with in school teaching:</p> <ul style="list-style-type: none"> • Maths – adapted slides/Oak Academy links to videos and accompanying learning • English – adapted slides/Oak Academy links with accompanying video by teacher • Science/Foundation – adapted slides and accompanying learning links • Daily catch up /intervention session for targeted pupils • P.E. – links to daily sessions • Project work guidelines • Learning to be uploaded to MS teams/Class Dojo as per teacher direction 	<p>has finished, SENCO to make contact and discuss potential barriers.</p> <ul style="list-style-type: none"> • SEND pupils have allocated sessions (during lesson 4) to meet their individual needs. They are also supported in breakout sessions as well as main teaching sessions by support staff • EAL pupils access targeted sessions delivered by EAL staff as well as accessing specific main class teaching • Speech & Language Sessions continue online for targeted pupils • Occupational Therapy sessions continue online for targeted pupils
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Short term whole school closure except for childcare provision for key worker children

Ongoing Support	Safeguarding/SEND
<p>Tier 1 (initial 2 days)</p> <ul style="list-style-type: none"> • Learning to be set on MS Teams for all lessons vis the class pages • (paper packs to be provided for those families without internet access) • Children to use MS Teams, Class Dojo, Reading Plus, My Maths, Sumdog and TT Rockstars to complete independent learning <p>Whole School</p> <ul style="list-style-type: none"> • Class Page on MS Teams or Class Dojo used to post messages by teacher daily • Contact with the child/parent will be made via telephone on day 1 or 2 of Tier 2 by Class Teacher to check-in regarding Well Being, Learning and any electronic device needs Please ensure that you withhold your number, that the phone is on speaker and there is an adult present with the child (weekly) • Parent Txt/Class Dojo/School Website to be sent out to whole school to outline expectations of remote learning on day 1 • Friday Merit assemblies to celebrate pupil attainment • The following learning will be set, via MS Teams/Class Dojo, and in line with in-school teaching (if internet remains a barrier, paper copies to be sent home): • Weekly Timetable uploaded on MS Teams/Class Dojo <p>Daily:</p> <ul style="list-style-type: none"> • Maths – adapted slides/Oak Academy links to videos and accompanying learning • English – adapted slides with accompanying video by teacher • Science/Foundation subjects – adapted slides and accompanying learning • Science/Foundation – adapted slides and accompanying learning links • Daily catch up /intervention session for targeted pupils • P.E. – links to daily 30 minute sessions • Project work guidelines • Learning to be uploaded to MS teams/Class Dojo as per teacher direction 	<ul style="list-style-type: none"> • If a child is entitled to benefit-related FSM ensure food hampers/food bank vouchers are made available • If a child is vulnerable in any way, the DSLs will ensure that appropriate agencies are notified and next steps agreed. • SENCO advises and monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. • SENCO is in weekly contact with the parents and child. If a child has 1:1 support, adult to contact child / family daily to provide support and learning updates. • If a SEND child (not with an associated 1:1 adult) does not engage after Tier 1 has finished, SENCO to make contact and discuss potential barriers. • SEND pupils have allocated sessions (during lesson 4) to meet their individual needs. They are also supported in breakout sessions as well as main teaching sessions by support staff • EAL pupils access targeted sessions delivered by EAL staff as well as accessing specific main class teaching • Speech & Language Sessions continue online for targeted pupils • Occupational Therapy sessions continue online for targeted pupils • Key Worker Pupils and Vulnerable pupils who attend school are supported in bubbles by school staff – they access online teaching of main lessons and are further supported in breakout sessions by support staff as 1:1 or online groups