Days Lane Primary School

Remote Education Policy

Remote Education Policy for Days Lane Primary School

1. Statement of School Philosophy – Believe, Achieve, Succeed Together

At Days Lane Primary School, we believe that every child in our care has the right for a rich, fulfilling learning experience that provides them with the skills and knowledge for future life. We believe our learning provision should inspire and motivate our children to become lifelong learners, with significantly better life chances upon leaving Days Lane. Such learning experiences shouldn't be just limited to teaching time within the school, but should expand beyond the school gates, utilising key technologies to provide this.

With any technologies, support services and content providers we engage with, we will always strive for the very best safeguarding practices to be in place at all times - this extends to staff, governors, pupils, parents and other key stakeholders' use of such technologies. Preventative, proactive and transparent approaches in all that we do to safeguard our school community will always underpin any decision-making processes.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources and teaching videos.

- Provide clear expectations for members of the school community with regards to the delivery high quality interactive remote learning.

- Include continuous delivery of the school curriculum, as well as support of motivation, health, well-being and parent support.

- Consider continued education for staff and parents (e.g. CPD, supervision and parent training).

- Support effective communication between the school and families and support attendance.

3. Who is this policy applicable to?

- A child who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.

- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

- A child who is in isolation or quarantine and is well enough to access and complete remote learning activities.

- Remote learning activities will be shared with individual children or whole bubbles where applicable.

4. Content and tools to deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 & KS2 *(Google Classroom, Tapestry)*.

- Use of 'live lessons' via Google Meet.

- Use of pre-recorded videos (e.g. modelling writing or mathematical calculations).

- Phone calls home.

- Printed learning packs (where applicable).

- Physical materials such as exercise books, mathematics workbooks and resource/ worksheets.

- Use of My Maths, Times Tables Rocks Stars, Bug Club, SPAG.com, BBC Bitesize and Oak Academy.

5. Home and School Partnership -

At Days Lane Primary School, we are committed to building successful partnerships with parents so that our learners are given every possible opportunity to flourish. We recognise each family is unique and because of this, remote learning may look different for different families, who may require more varying levels of support and resourcing.

We will provide information for parents regarding how to use Google Classroom via a range of video tutorials and guidance documents that are available via the school website and Google Classroom (in the 'Parent Support' topic page).

It is beneficial for young people to maintain a regular and familiar routine. Days Lane recommends that each 'school day' maintains structure where possible, although we acknowledge that families will have varying access to devices such as laptops, and these may also need to be shared with other family members.

We encourage parents to support their children's learning, including finding an appropriate place to work and, to the best of their ability, support pupils with the work set and encourage them to work with good levels of concentration and independence. However, we acknowledge that parents will have varying levels of capacity to provide support for their children with remote learning due to their different home circumstances.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact the class teacher promptly via the year group email address and alternative solutions may be available. These will be discussed on a case-to-case basis.

All parents will be given a 'Google Classroom Agreement', which outlines the school's expectations for children, parents and staff when using the platform. This includes working safely and responsibly online when children are working on computers at home.

6. Roles and responsibilities

Teachers

Please note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school (see appendix A)

Remote Learning

When a whole class or year group bubble have to isolate at home, teachers are responsible for:

Setting work

- Teachers will set work for the pupils in their classes/sets/ year group bubbles to complete at home (see below).
- The work will reflect the curriculum that would be taught in school that week, wherever possible, and follow the same structure and format as the English, Maths and foundation Activ Primary Flips (presentations) that are created and used in class.
- Daily work will be uploaded to Goggle Classroom from 6.00pm the previous evening, to allow parents the opportunity to view the learning activities in advance

Home learning activities will include the following:

EYFS:

- **Daily phonic 'live' lessons** (differentiated for different phonic phases) – These will follow the 'recap, teach, practise, apply' approach that is implemented in class and include the use of modelling, sound mats and activities from phonicsplay.co.uk.

- **Daily English/ Maths 'live lessons' (alternate weeks)** – Teachers will use key questioning and modelling to support children to complete a writing activity. Teachers will record the live lesson and upload it to Google classroom for children to refer to. Children who were unable to join the live lesson can also access the recording.

- **Daily directed English/ Maths activities (alternate weeks)** - differentiated for different groups: These will include the use of key questioning and modelling for children and follow the same pedagogical approach that is used in class e.g. a focus on key vocabulary and 'My Turn'/Your Turn' modelling throughout.

- **One-to-one virtual reading –** Every child will have the opportunity to read virtually to their teacher/ LSA once a week. Virtual reading sessions will take place on the teachers' 'Whereby' platform, where they can share digital books from Bug Club with the children.

- **Creative Task –** Where possible, this will relate to a current area of learning or topic of study. When planning the creative task, teachers will be mindful of the limited resources available to children at home.

- **Bug Club books –** Teachers will set a range of digital books for children to read and answer questions related to them. The level of text will be personalised to the child, so they are able to access the material and respond to it. Children should read every day and balance reading their school book alongside their digital Bug Club book throughout the week. The duration of time children are expected to read is outlined in the Weekly Home Learning documents that are uploaded to Google Classroom on a weekly basis.

Year 1 & 2:

- **Daily phonic presentations -** differentiated for different phonic phases: These will follow the same 'recap, teach, practise and apply' approach that is implemented in class and include the use of modelling, sound mats and activities from phonicsplay.co.uk.

- **Daily 'live' English lessons** – Teachers will use key questioning and modelling to support children to complete an independent writing activity. Teachers will record the live lesson and upload it to Google classroom for children to refer to. Children who were unable to join the live lesson can also access the recording.

- **Daily 'live' Maths lessons -** Teachers will use key questioning and modelling to support children to complete their independent maths activity, which is based on the 'Fluency, Applying, Reasoning and Challenge' model that is used in class. Teachers will record the live lesson and upload it to Google classroom for children to refer to. Children who were unable to join the live lesson can also access the recording.

- **One-to-one virtual reading –** Every child will have the opportunity to read virtually to their teacher/ LSA once a week. Virtual reading sessions will take place on the teachers' 'Whereby' platform, where they can share digital books from Bug Club with the children.

- **Weekly Foundation Activities (presentations) -** To ensure that a broad curriculum is taught during remote learning, learning presentations will be created for some of the topics that are currently being studied e.g. Science, Geography/ History, Art/ DT. When planning foundation presentations and home learning activities, teachers will be mindful of the limited resources available to children at home.

- **Wellbeing Wednesday –** We acknowledge that while accessing their remote learning, children will be spending increasing amounts of time 'on screen'. Therefore, we have planned the following 'non-screen' activities for children every Wednesday:

  o **A non-screen read** – Children should read a real text e.g. a book, comic, newspaper, recipe etc.

  o **A creative task** – Children will be given a range of activities to choose from that focuses on children's artistic, creative and active skills.

- **Bug Club books –** Teachers will set a range of digital books for children to read and answer questions related to them. The level of text will be personalised to the child, so they are able to access the material and respond to it. Children should read every day and balance reading their school book alongside their digital Bug Club book throughout the week. The duration of time children are expected to read is outlined in the Weekly Home Learning documents that are uploaded to Google Classroom on a weekly basis.

Year 3-6:

- **Daily 'live' English lessons** – Teachers will use key questioning and modelling to support children to complete an independent writing activity. Teachers will record the live lesson and upload it to Google classroom for children to refer to. Children who were unable to join the live lesson can also access the recording.

- **Weekly Comprehensions –** Year groups will set two comprehensions for children to complete on Google Docs. On occasions, this may differ for some year groups, who personalise their weekly timetable to accommodate the needs of the children.

- **Daily 'live' Maths lessons -** Teachers will use key questioning and modelling to support children to complete their independent maths activity, which is based on the 'Fluency, Applying, Reasoning and Challenge' model that is used in class. Teachers will record the live lesson and upload it to Google classroom for children to refer to. Children who were unable to join the live lesson can also access the recording.

- **One-to-one virtual reading –** Every child will have the opportunity to read virtually to their teacher/ LSA once a week. Virtual reading sessions will take place on the teachers' 'Whereby' platform, where they can share digital books from Bug Club with the children.

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- **My Maths activity** (differentiated for different sets and for children on a personalised curriculum). Where possible, the activity set should link to the learning the children would have been exposed to in class, which will also be reflected in the daily maths flips that teachers have created.

- **SPAG.com activity** (differentiated for different sets and for children on a personalised curriculum). Where possible, the activity set should link to the learning the children would have been exposed to in class, which will also be reflected in the daily English flips.

Live Lessons - Expectations and Safeguarding

In order for live lessons to run safely and to allow teachers to model effectively online, the following expectations have been shared with parents:

- Children should be positioned in an appropriate space, away from noise and disruption. **Where possible, parents should be present (in the room) whilst live lessons take place.**

- Backgrounds must be **non-offensive or distracting.**

- Both teachers and children should wear appropriate clothing - **no pyjamas or dressing gowns should be worn**.

- When children log into the Google Meet, they should say hello to the teacher and then **mute themselves** by clicking on the microphone at the bottom of the screen. **They should remain muted for the remainder of the lesson and only unmute themselves if asked to by the teacher.**

- If a child has a question, they can **click on the 'raise hand'** icon to alert the teacher or use **the 'chat' icon** (top right of the screen) to type a message for the teacher.

- During their independent task, children can choose to either leave the Google Meet or stay online whilst they complete the work (the teacher will remain in the Google Meet session during this period to support children).

- If children choose to stay in the Google Meet, they should turn their video off to avoid distraction. If children need support, they should turn their video on and raise their hand (virtually).

Providing feedback on work:

- Children in Reception should upload any completed activities to Tapestry for teachers to provide feedback.

- Teachers in Years 1-6 will set English, Maths and some Foundation activities as assignments on Google Classroom, so children can upload their outcomes for teachers to provide feedback. This can be done in two ways:

    a) By taking a photograph of an outcome and uploading it to Google classroom
    b) By using one of G Suite's online tools to complete the task and then submitting the document to be marked.

- Children should submit their outcomes by lunchtime the following day, so that it can be marked in good time and feedback remains relevant to the children.

- Teachers will aim to provide feedback to children's submitted work within one day of it being submitted.

- Work set on My Maths, Bug Club and SPAG.com are marked automatically when children have completed the activities set.

When providing remote learning, teachers must be available between 8.30 am – 4.00 pm. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

Keeping in touch with pupils who aren't in school and their parents:

- Parents should use the year group email (Year**X**@dayslaneprimary.co.uk) to communicate with their child's teacher in the following scenarios:

    - If they have a query or question related to a home learning task.

    - If they are concerned with their child's level of engagement in home learning.

- If they have any concerns regarding their child's wellbeing.

- Any concerns shared by a parent or pupil should be reported to a member of SLT. **Teachers must refer any safeguarding concerns immediately to a member of the safeguarding team.**

- If teachers have concerns around the level of engagement of a pupil(s), parents should be contacted via phone to assess whether school intervention can assist engagement.

- In the case of a full lockdown, where children spend an extended period of time away from school, teachers will arrange frequent opportunities to communicate with them and their families via phone calls and/or Google Hang Outs/ Whereby conferences.

Google Meet Catch Up Sessions – In the event that whole classes or year groups have to isolate, the teacher will arrange weekly Google Catch Up sessions, so that the children have opportunities to talk with their class and teacher.

Subject Leaders

- Should continually monitor whether any aspects of their subject curriculum need to change to accommodate remote learning.

- Alert teachers to resources they can use to effectively teach their subject remotely.

Learning Support Assistants

- Teaching assistants must be available between 8.15 am and 3.30 pm.

- If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.
- During the school day, Learning Support Assistants must complete tasks as directed by a member of the SLT, including virtual reading and intervention activities.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating and quality assuring the remote learning across the school including daily monitoring of engagement.

- Monitoring the effectiveness of remote learning by liaising with teachers and responding where appropriate to issues raised by parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

- Working in conjunction with the school's Pastoral Lead to maintain weekly contact with vulnerable pupils (those with EHCP or Social Workers) or those with identified vulnerabilities within the school community.

Designated Safeguarding Lead

The DSL and safeguarding team is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Computing Technician

JSPC are Days Lane's computing technicians and, alongside the school's Computing Lead, they are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff with any technical issues they're experiencing

- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer

- Assisting pupils and parents with accessing the internet or devices.

The SENCO

- Ensuring that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans

- Liaising with teachers to identify the level of support for individual pupils on the SEN register and ensuring that the level of remote work set is appropriate and accessible to them.

The SBM

- Ensuring value for money when arranging the procurement of equipment or technology

- Maintain effective communication with parents through School Gateway or the school website.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.

- Seek help if they need it, from teachers.

- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.

- Inform the school if their child is experiencing difficulties in accessing Google Classroom.

- Be respectful when making concerns known to staff.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour policy
- Esafety Policy
- Data protection policy
- Google Classroom Agreement
- Covid-19 Risk Assessment

Policy Review Date: July 2021

Remote Learning for individual children

In the event that the school is informed that individual children need to self-isolate, a member of the office team will notify the class teacher and inform them of the time frame they will be absent from school.

Teachers will then prepare daily home learning activities for the children during this period of time. Where possible, the children should be exposed to current learning that is taking place in the classroom. However, as the teacher will be balancing class teaching alongside remote learning, they will have limited capacity, therefore the quantity of home learning will not be to the extent it would be if an entire year group were to isolate.

Teachers will include the following activities for individuals to complete at home during their isolation period:

1) **Adapted daily English presentations** – These should be modified so they are accessible for children to use at home. Reception, Year 1 & Year 2 will also need to adapt daily phonics flips for children.

2) **Adapted daily maths presentations** - These should be modified so they are accessible for children to use at home. Maths learning templates (fluency, application, reasoning and challenge questions) should also be uploaded for children to complete at home.

Providing Feedback

All home learning activities should be uploaded as assignments so children can submit their outcomes to be marked electronically.

Teachers should endeavour to provide feedback to children's outcomes within 24 hours of it being submitted.