

Remote Education Policy for Weeke Primary School

September 2020

1. Policy Aims

- To continue to provide an education for all children which is in line with children's in school curriculum experience if a bubble or class is fully closed
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Provide clear expectations to all members of the school community with regards to remote learning
- Support effective communication between the school and families
- To ensure children continue to be given the feedback, support and challenge they need to master the curriculum and to make good progress.
- Offer targeted support for vulnerable children and those most at risk of not engaging with home learning.

3. Who is this policy applicable to?

All school staff, families, children and governors

Two distinct scenarios will be referred to in this policy:

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

Scenario B - 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.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Google Classroom
- Recorded or live video (Freecam8, Classroom Meet, Screencast-o-matic or Doodle app).
- Recorded audio clips (voice recorder or as above)
- Printed learning packs to be used where laptops are not available

The remote learning planning and resources to deliver this policy can be found here:

- Curriculum resources support for teachers - Home Learning Links and Resources for teachers
- Children's guide to using GC safely (to be shared at the top of each virtual classroom)
- Parent's guide to using GC (videos)

5. Home and School Partnership

Weeke Primary School is committed to working in close partnership with families.

Weeke Primary School will provide a video induction for parents on how to use Google Classroom and as appropriate and where possible, provide personalised support.

During a Scenario B lockdown, it is expected that children continue to complete their work as they would do at school. 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 to complete the work set.

Every effort will be made by staff to ensure that work is set and responded to promptly. Should accessing work be an issue, parents should contact school as soon as possible and alternative solutions will be discussed on case-to-case basis.

6. Roles and responsibilities

Senior Leaders

Senior leaders are responsible for:

- Implementing and co-ordinating remote learning across the school
- Monitoring the effectiveness of remote learning through regular meetings with phase leaders, teachers and subject leaders and by reviewing work set, the quality of feedback given and feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff have the necessary equipment and resources to deliver remote learning for their year group
- Ensuring staff are trained in key aspects of using Google Classroom, Videocam8, Doodle and Screencast
- Supporting staff with technical issues (with support from Drift or Vuvumo)
- Monitoring communication between parents and teachers
- Assisting pupils and parents with accessing devices
- Ensuring that SEN children continue to have their needs met while learning remotely, making any alternate arrangements for pupils with EHC plans and IHPs

Phase Leaders

Phase leaders are responsible for:

- Supporting planning and teaching within their phase
- Monitoring provision across their phase, including provision for SEN children
- Monitoring children's engagement with learning across phase
- Communicating regularly with SLT and sharing both successes and any concerns
- Communicating regularly with their phase team
- Responding to parents?

Subject leaders are responsible for:

- Providing subject specific links and resources for teachers to access

Teachers

Scenario A (individual child isolating):

Where individual children are self-isolating, but well enough to complete school work, it is expected that where staffing allows, a selection of maths and English tasks are provided to children to include reading, writing, SPAG, handwriting or phonics tasks.

An alternative to setting work via Google Classroom is to invite the child via Google Meet to share your screen so the child can listen to you teach and join in with the lesson. This may be more suitable for older children and is dependent on the facilities the child has at home.

Marking and feedback – if work is submitted, feedback is to be given in line with the work which is completed by children working in school (where the child is off for two weeks). If a child is missing for a day or two, there is no requirement to assess and feedback until the child is back in school.

Scenario B (class or bubble isolating):

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers need to be available between core school hours (8.40am – 3.30pm) except for their PPA afternoon which will be 9-12.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set daily work for all pupils in their classes including children with specific learning difficulties
 - The work set should follow the usual timetable the class followed in school, wherever possible, with variations across year groups and key stages
 - Maths and English need to be taught daily and a minimum of one foundation subject lesson needs to be included for four afternoons
 - Format of a maths or English lesson needs to be primarily based on video or interactive technology
 - Format of a foundation lesson can be video or interactive technology or it can be a video linked lesson (e.g. via BBC Bitesize, Oak Academy) or typed instructions and task
 - For children not able to access GC, staff in school will manage the preparation, printing and delivery of paper based tasks.

- Providing feedback on work:
 - Teacher feedback should be as close to 'in school' feedback as possible and follow the marking guidance for individual subjects
 - Feedback should both reward children for demonstrating one if the school values and also support children to make progress with their learning
 - Answer sheets may be provided but misconceptions need to be followed up
 - Feedback can include written comments on submitted work, handwritten marking which is scanned and returned to pupils and audio clips/voice memos
 - 'Live' sessions need to be included daily so the teacher can respond to children's work

- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil, the children should be contacted via a private message on GC. If this is not successful, parents should be contacted via phone to assess whether school can assist
 - All parent/carer emails should come through the school admin account (admin@...)
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

LSAs

Teaching assistants must be available during their normal contracted hours

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, LSAs must complete tasks as directed by their class teacher/AHT

Safeguarding

Children and families are expected to adhere to the school 'Children's guide to using GC'
The DSLs are responsible for managing and dealing with all safeguarding concerns.

Using Google Meet

Using videos to teach

Phone calls home

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete all work to the deadline set by teachers
- Seek help from teachers if they need it
- Alert teachers if they're not able to complete work via Google Classroom

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it via Google Classroom or email
- Be respectful when contacting staff

Governing Body

The governing body 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
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety / acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- Children's guide to using Google classroom safely