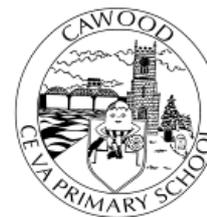


CAWOOD CHURCH OF ENGLAND VA PRIMARY SCHOOL



Remote Learning Policy January (2021)

Document Status			
Date of next review	January 2022	Responsibility	Teaching and Learning Committee
Date of Policy Creation	15 th January 2021	Status: Ratified at Full GB 18.1.21	
Date of Policy Adoption by Governing Body		Responsibility	Chair of Teaching and Learning
18 January 2021		Signed	Chair
Method of Communication			
Website, Server			

Rational

*“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate **remote education**”.* DfE August 2020

The school is directed by the DfE to offer remote education. This very much fits within the framework and ambition of the school to offer the very highest standards of education. If the children are not able to attend school, then it still remains our obligation to support all children in their learning and development. It is our intention therefore that the children should keep learning throughout any period of school closure or being away from school. Indeed is it part of our 5 ways to flourish - to Keep Learning. (To Take Notice, To Connect, To Be active, To Give and To **Keep Learning.**) We recognise that remote learning provides a very different context for learning which may in some ways restrict the child’s progress whilst being away from school. However, at the same time we are very much aware that for many, and possibly the vast majority of children at Cawood, being at home provides a very wide and rich learning environment with the use of active learning through for example, baking and gardening as well high quality materials from the WWW and television alongside the school offer of Tapestry and Google Classroom. Our approach is that *not one size fits all*. We are therefore intent on offering a range of blended learning opportunities through the use of Google classroom, television, the Oak academy, email and telephone support. As we continue to progress and improve our systems and practice, we will continue to improve our school offer: our aim being to provide high quality teaching, interventions, small group and individual learning in order to support all children and to move them forward in their learning.

Throughout the school it may not be possible or advantageous to cover all aspects of the curriculum in the manner in which it would normally be taught in school. One important consideration is that parents and carers would be unlikely to teach with the same pace knowledge or understanding in the way the class teacher would deliver lessons. However, as far as possible, we will provide resources that continue the curriculum sequence which would have been taught had they been in school. If any class, group or individual child needs to isolate, initial online provision will be in place by the morning of the following day. In circumstances where a child is unwell themselves with Covid symptoms, work will not be uploaded until we know the child is physically well enough to access their learning.

1.Aims of this policy

This Remote Learning Policy aims to:

- Ensure consistency in the school's approach to remote learning
- Ensure any period of pupil absence linked to COVID 19, as much as is reasonably possible, is not detrimental to learning
- Set out guidelines and expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safeguarding

2. Roles and responsibilities

2.1 Teachers

Scenario 1- In the event of individual pupils being away from school whilst awaiting the results of a COVID test or during a period of self-isolation or shielding, teachers will provide copies of any appropriate resources / worksheets/homeworks and learning grids etc which are currently being used in class, across the curriculum as below:

- Copies of any lesson resources, which can be viewed at home.
- Copies of any worksheets being used in the classroom; these can be saved as either Microsoft word documents or as a Google doc if there is the requirement for a child to edit the document.
- Digital copies of these lesson resources / worksheets will be made available via Google Classroom. Every child has their own user account to enable them to access their google classroom account; parents will also be sent their child's account details.
- In circumstances where pupils do not have access to appropriate digital technology at home, over a short period, paper copies of any appropriate resources / worksheets/learning grids can be made available to be collected as necessary, if requested by parents. These may be emailed to parents or produced on paper for the parents to collect.
- Where an individual child's absence extends beyond 5 days, teachers will contact parents via telephone, email, or conference call at least weekly until the child can return to school to school.
- The nursery and reception classes will continue to use Tapestry.

Key Stages 1 and 2 will use Google Classroom

Scenario 2- In the event of a whole class bubble being absent from school due to national or local 'lockdown' preventing traditional lessons from taking place OR the closure of a 'class bubble' due to confirmed COVID infection in school, teachers will be expected to provide immediate and robust 'remote education' in place of traditional face to face lessons.

Teachers will normally be available during normal working hours. They will, depending upon circumstances, be working from home throughout this period. Teachers will work one day in school to help plan and organise the KWBs. If they're unable to work in this way for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

In scenario 2, Teachers are responsible for :

A) Planning work: Planning and setting work which is appropriate and of equivalent length to the teaching pupils would receive in school. As much as is reasonably possible, teachers should plan work which follows the curriculum sequence pupils would access if they were in school.

- Planning a programme that is of equivalent length to the teaching pupils would receive in school and includes daily contact with teachers (detailed below under 'Keeping in Touch'). Teacher's should provide a weekly/daily timetable.
- Plan using a curriculum sequence that allows access to high-quality online and offline resources and teaching videos (eg. Oak Academy and lessons made by teacher's themselves) which are linked to our school's curriculum expectations.
- Planning can also include, but not be limited to, the use of other website resources eg
 - Maths No Problem (MNP) White Rose (Mathematics)
 - The Oak Academy
 - BBC Bitesize
 - Interesting geographical video's films such as Blue Planet.
- Planning will make provision for appropriate tasks which are to be completed by pupils either digitally or physically.
- In planning tasks thought should also be given as to how these can be assessed and feedback given. This will differ between class groups for example, the activities and feedback on Tapestry for the reception class will be very different to that of year 6 using Google Classroom.
- When planning work, teachers must recognise that younger pupils and some pupils with SEND may **not** be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum which can be accommodated within these constraints. Our responsive teaching approach means that we will, as much as possible and as quickly as possible, cater for individual and group needs. The class teacher will work this out with the children and parents involved. This will inevitably lead to a diversity of on line resources and flexible approaches to communicate with and support some of the individual children who may need extra resources and support.
- It is the responsibility of the teacher working alongside the key stage leaders, to identify how learning will be distributed to classes and individuals.

B) Setting work:

- Tasks will be given to all pupils within their established class Bubble on a daily and weekly basis throughout the working week.
- This work will be set for the beginning of each day.
- Work will typically be distributed to pupils via Tapestry and Google Classroom
- Some children may require paper copies. However, every effort will be made to support online learning with the distribution of lap tops from school (supported by DfE.)

- The work set will include frequent, clear explanations of new content, delivered by the teacher in the daily meet.

C) Providing feedback on work:

- Completed work from pupils will typically be submitted via Google Classroom/Tapestry. Children will be expected to submit work by the deadline set in Google classroom.
- Feedback will be shared as soon as is reasonably possible and within a timeframe which effectively supports the progress of pupils. Uploaded work will be checked by the class teacher during school hours (may be anytime between 8.30am and 5.30pm) , **but not at weekends.**
- Feedback will typically be submitted via Tapestry and Google Classroom with email and telephone support where this is necessary.
- Feedback given will typically be of a similar style / content to that with which pupils are familiar; celebrating successes and supporting progress. Teachers will post brief comments on children's work, in line with our school feedback policy. Comments will be as formative as possible, indicating where work can be improved and addressing misconceptions.
- This process (alongside those detailed under 'Keeping in Touch') will enable teachers to adjust the pace or difficulty of what is being taught and learnt . This may include, where necessary, revising material, moving onto the next lesson or simplifying explanations - spending more time with individuals, groups or the whole class to offer further help and support.

D) Keeping in touch with pupils and parents:

i)Daily Contact – In the event that a whole class bubble is closed or in the event of school closure, providing that the class teacher is not unwell themselves, every class teacher should provide one online 'class meeting' per day. These meetings will only take place where the whole Bubble are away from school. This is because, if there is a sizeable number of pupils in school, the class teacher will still be delivering face to face lessons.

- Teachers are expected to 'make contact' with pupils on at least a daily basis via Tapestry/Google Meet. The link to the meeting will be available on the child's google classroom homepage.
- At the start of each week, teachers should welcome children to the new week and give a brief overview of the week; a weekly timetable should be uploaded onto google classroom for each child.
- Class meetings will be via the Google Meet function available in google classroom. Content will vary by year group but **this should mostly be used to explain new learning content** for the day and to check in with the children. Teachers may choose to 'share screen' to talk through lesson resources / expectations.
- Sessions (lessons) should not be longer than half an hour and will be shorter for younger children
- Timings for this daily session will need to be agreed with the senior management. If there is more than one bubble off school, meetings should take place at different times to ensure siblings can all attend their meetings in households with only one device available. In addition to this, the poor band width and connection at cawood means that we are unable to stream 5 lessons at the same time.

- These sessions will ideally be in the morning to set up the day's learning but there will be flexibility, particularly if a teacher has childcare responsibilities themselves.
- It is advisable that in FS/Yr1/Yr2, parents sit with their children for these meetings, if this is possible and particularly at the start of a sequence of lessons.
- Where possible, class teaching assistants should also attend these remote meetings.
- During any daily class meetings, staff must ensure there is a neutral background so children can't see their home. Staff must make sure that no other home adults or family photos are visible as far as possible.
- Behavioural Expectations: Children are expected to behave in the same manner we would expect at school; they must listen and contribute respectfully. Children who do not adhere to these expectations will be removed from the Google Meet by the teacher. The teacher will then contact parents to discuss any issues.
- Pupils will be reminded of the rules/expectations at the start of a session /lesson.

Recommended structure:

- Before starting, ask that all children/parents mute their microphones and turn off their cameras. Teachers also have the ability to mute the microphones of all children in the google meet session.
- The majority of the session will be teacher talk, explaining new learning/sharing a story etc... This should usually be explaining English/Maths/phonics content
- The teacher can use her discretion to switch children's cameras on and unmute at different points of the lesson as an aid to discussion and sharing ideas.
- There may be some lessons and learning opportunities where children their cameras and microphones open at the start of the lesson in order for the children to discuss and respond to a question.

ii)Email contact

- Teachers are expected to undertake the duty of answering emails from parents and pupils (to their class email account or via google mail) in a professional and timely manner. All emails should typically be acknowledged / replied to before the close of the following working day. However, if this places an unreasonable burden on a teacher (e.g. requiring staff to answer emails outside of working hours) then the period of time may be extended. Staff will not respond to emails outside of working hours or during the weekend.
- Complaints or concerns conveyed by parents and pupils should be shared with the Headteacher.
- Any safeguarding concerns which come about as part of the contact process should be shared with the DSL / Deputy DSL as per standard school policy.
- The expectation is that all pupils attend the lessons on every working day. The remote lessons have the same expectation as the class lessons in terms of the pupil's participation and engagement. Daily register should be kept by the class teacher. Any absences should be followed up immediately to make sure that the child is safe and well. Non- attendance must be reported to the office and if necessary, followed up by the classteacher and safeguarding officers - if there are any concerns.
- Recurrent issues of pupil's non-participation in work should be raised with parents / carers and a record of this retained.

2.2 Teaching assistants/HLTA

Teaching assistants must be available to work their contracted hours throughout any period of remote learning. If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

Teaching assistants may be asked to assume responsibility for a variety of tasks throughout this period, as advised by the Headteacher. These are not limited to but may include being responsible for:

- Supporting teachers in the preparation of resources for remote learning tasks.
- Providing feedback to pupils via Google Classroom/email, under the direction of the class teacher.
- Assisting the class teacher/SENDCo in maintaining contact with pupils/parents/carers.
- Working in school, to support the children in the KWB. This may entail working on a rota system, potentially including pre-agreed rearrangements to working hours, up to but not exceeding contracted working hours per week.
- Participate in the daily Google Meet, led by the class teacher.

2.3 Headteacher

Alongside any teaching responsibilities, the Head teacher will be responsible for :

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – this will be done through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including overseeing data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL is responsible for:

- Ensuring all aspects of our Child Protection Policy remain suitable and in place.
- Overseeing any amendments or addendum that need to be made to this policy in light of the prevailing context.
- Fulfilling all other aspects of their role as required.

2.5 Pupils and parents

Staff can expect pupils to:

- Be contactable during the required times – although with consideration given to family / home life contexts.
- Complete work to the deadline set by teachers
- Seek help if they need it
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Make the school aware if their child is unwell or otherwise can't complete work
- Support the school in all the efforts to set up and establish effective remote learning
- Seek help from the school if they need it
- Support their children in their remote learning tasks to the best of their ability.
- Be respectful when communicating with staff

2.6 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 systems are appropriately secure, for both data protection and safeguarding reasons
- Maintaining an overview of the health and wellbeing of all staff

3. Curriculum Content

We will use Google Classroom as the vehicle to upload curriculum materials which children can access. Teachers will provide the following:

- At the start of each week, a **weekly timetable** with content broadly equivalent to a normal school week.
- **Daily**- assignments will be created on Google classroom with content for that day, split into subjects. This may include smart notebook lesson files converted to PDF, Powerpoints, worksheets converted to google docs, images saved as PDFs, links to websites.
- **Teaching videos** may be included each week. These may be created by the class teacher- they may also be from Bitesize, Oak Academy etc... Teachers can deliver live web based lessons and have a virtual meeting each day to check in with the class and explain the work set.
- **Daily content must include:**
 - 1) English lesson/s -Literacy daily uploads must include:
 - A spelling or phonics session
 - A writing session
 - A reading activity (this could be a guided reading whole class lesson on Smart notebook or links to Oxford Owl reading books).
 - 2) Maths lesson which should be based on the ongoing plans and resources of MNP
 - 3) A topic based lesson as per your usual timetable
 - 4) For timetabled PE, a link to a suitable website eg Joe Wickes, Jumpstart Jonny

4. Safeguarding

- If teaching staff do not receive an emailed response from a child/parent for **two days**, they (or the office) will attempt to make contact with the parent via email and/or phone. If staff are working from home, they must ensure their caller ID is removed before making a call.
- If teachers are unable to contact parents via phone, a member of the Senior Leadership Team will then attempt to make contact with the family via phone. In the event that school is unable to make any contact with a family, a member of the SLT may do a home visit for a welfare check.
- **If staff have any concerns about the wellbeing of a child or family, these will be reported to the Designated Safeguarding Lead, Mrs Ramsdale or Mr. Payling, as soon as possible.**

[Links with other policies](#)

This policy is linked to our:

- Teaching and learning
- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy