Newberries Primary School

Remote Learning Policy

Play Together, Learn Together, Achieve Together, Grow Together

Written: September 2020

Date reviewed Date: January 2021

Next Review: Following changes to Guidance

Statement of Intent

At Newberries Primary School, we understand the need to continually deliver high quality education, including during periods of Remote Learning - whether for an individual pupil or many. We identify that Remote Learning is necessary for when a pupil is unable to attend school but is well enough to learn from home due to self-isolating, quarantining or during school closures. Remote Learning is not available for pupils who are ill or have an unauthorised absence. Newberries Primary School recognises the importance of; maintaining high expectations in all areas of school life, ensuring that all pupils have access to high quality learning resources; enabling children to reach their full potential through differentiation and extended learning opportunities; supporting children with teacher input and feedback to ensure, highlight and celebrate success.

Through the implementation of this policy, we aim to address the key concerns associated with Remote Learning, such as online safety; access to educational resources; data protection and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum by setting meaningful and ambitious work each day in an appropriate range of subjects
- Ensure provision is in place so that all pupils have access to high quality learning resources via the consistent use of Google Classroom to allow interaction, assessment and feedback.
- Ensure systems are in place for checking daily whether pupils are engaging with their work and if not, then react rapidly working with families to overcome this
- Implement 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
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure staff, parent, and pupil data remains secure and is not lost or misused
- Ensure robust safeguarding measures continue to be in effect during the period of Remote Learning
- Ensure all pupils have the provision they need to complete their work to the best of their ability and to remain happy, healthy and supported during periods of Remote Learning

Remote Learning will be of high quality and will align as closely as possible with in-school provision. The majority of lessons will contribute to core knowledge and skills, such as Reading, Writing and Maths whilst enhancing Foundation Subject skills through topic lessons.

Remote Learning will need to be integrated into planning so that it can be delivered instantly. Pupils who are learning from home will receive daily activities for Maths, Phonics/Spelling, Reading, Writing and Topic (Foundation Subjects). All lessons will have clear objectives and outcomes/success criteria with some lessons having clear extension opportunities.

REMOTE LEARNING DURING THE CORONAVIRUS (COVID-19) PANDEMIC

Within the ever-changing circumstances we are currently living through, we must be prepared for local AND national restrictions. The level of Remote Learning provision required will be based on the Government guidance. Where there are no restrictions in place, the school will continue to remain fully open to all, unless a class 'bubble is forced to close.'

The Headteachers will work with the LA (Local Authority) and Hertfordshire County Council Public Health to ensure that all guidance is followed and that confidentiality is kept. Newberries Primary School will close a

bubble and/or school only when Hertfordshire County Council Public Health advises that they do so. If a child is well enough to learn, but unable to be in school due to self-isolating, quarantining, closure of class bubbles and/or full school closures, children will be provided high quality Remote Learning to complete via Google Classroom.

WHAT LEARNING WILL LOOK LIKE:

STAGE 1: INDIVIDUAL PUPILS ISOLATING

This includes a short term absence where a child or family member is awaiting a COVID-19 test result due to displaying one of the three main symptoms. (In the event that the child is unwell – we would not expect them to take part in learning.)

The class teacher will provide a PowerPoint of 3 activities per day, with an overview and proposed timetable included. The learning will be shared via Google Classroom, along with materials to support at home. The child will also continue to have access to online learning platforms to use at their convenience (Bugclub, Purple Mash, Serial mash, Times Table Rock Stars, Numbots.)

STAGE 2: BUBBLE CLOSURE (10 days of isolation for a whole cohort)

In the case of a whole class/year group closure due to a positive case of COVID-19 of a child or staff member, all children will receive a PowerPoint of 3-4 hours of activities per day with an overview and proposed timetable included. The learning will be shared via Google Classroom.

Work set will be differentiated to meet the individual needs of children and teachers will regularly (as outlined below) provide feedback, also via Google Classroom. Teachers will provide links to external teaching provider videos E.G. Oak Academy, White Rose Maths and BBC Bitesize to further support children's understanding via the Remote Learning Slides.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective Remote Learning and lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive. Worksheets will be shared with pupils as an attachment via Google Classroom, for the children to edit and complete in order to submit work without the need to print.

All children will continue to have access to online learning platforms to use at their convenience (Bugclub, Purple Mash, Serial mash, Times Table Rock Stars, Numbots.)

STAGE 3: SCHOOL CLOSURE

In the case of a local or national lockdown / whole school closure, all children will receive a PowerPoint of 3-4 hours of activities per day with an overview and proposed timetable included. The learning will be shared via Google Classroom.

Work set will be differentiated to meet the individual needs of children and teachers will regularly (as outlined below) provide feedback, also via Google Classroom. Teachers will provide links to external teaching provider videos E.G. Oak Academy, White Rose Maths and BBC Bitesize to further support children's understanding via the Remote Learning Slides.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning and lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. Worksheets will be shared with pupils as an attachment via Google Classroom, for the children to edit and complete in order to submit work without the need to print.

All children will continue to have access to online learning platforms to use at their convenience (Bugclub, Purple Mash, Serial Mash, Times Table Rock Stars, Numbots.)

Each day, teachers will prepare and upload to Google Classroom, a video or narration explaining learning for the day ahead. For EYFS, Google Meet opportunities will be arranged for children, in small groups, to

complete a "Show and Tell." For Years 1-6, regular Google Meet opportunities will be arranged to provide face-to-face pupil, teacher and peer interaction.

ROLES AND RESPONSIBILITIES

Teachers
When providing Remote Learning, teachers must be available between 8:30am – 5:00pm.

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 and all children within their class will be provided with a "project research and activity pack" related to the core subject skills.

The expectations of teachers roles and responsibilities will be dependent on the stage of the school closure as outlined above:

EYFS Teachers will:
- Provide Remote Learning for pupils in their class in the form of a PowerPoint of activities
- Set learning every day for the Prime areas of learning as well as in phonics
- Liaise with parents/carers to make sure pupils with limited access to devices can still complete the work
- Ensure that children have access to online learning platforms E.G. Bug Club and Numbots
- Provide pre-recorded story time sessions
- Provide pre-recorded video explanations, where relevant, on the Remote Learning PowerPoint slides
- Provide timetabled opportunities for social interaction between class teachers and pupils in their class via Google Meets, small group "Show and Tell."
- Regularly provide feedback to children submitting work via Google Classroom
- Monitor the engagement of pupils submitting work via Google Classroom daily
- Monitor the engagement of pupils accessing other online learning platforms
- Rapidly contact children/families who are not engaging in Remote Learning to offer guidance and support

KS1 Teachers will:
- Provide learning for ALL pupils in their class in the form of a PowerPoint of activities
- Provide an average 3 hours of learning per day
- Set learning every day in phonics/spelling, English, Maths (this can be topic based or cross curricular) as well as an additional daily reading activity
- Set learning for each afternoon in foundation subjects (some of these subjects will be blocked)
- Liaise with parents/carers to make sure pupils with limited access to devices can still complete the work Ensure that children have access to online learning platforms E.G. Bug Club and Numbots
- Support the enforcement of the E-safety agreement
- Provide daily pre-recorded video explanations or narrations, where relevant, on the Remote Learning PowerPoint slides
- Provide 1 timetabled opportunity, once a week, for social interaction between class teachers and pupils within their class via Google Meets
- Regularly provide feedback to children submitting work via Google Classroom

- o Monitor the engagement of pupils submitting work via Google Classroom daily
- o Monitor the engagement of pupils accessing other online learning platforms
- o Rapidly contact children/families who are not engaging in Remote Learning to offer guidance and support

KS2 Teachers will:
- o Provide learning for ALL pupils in their class in the form of a PowerPoint of activities
- o Provide 4 hours of learning per day
- o Set learning every day in phonics/spelling, English, Maths (this can be topic based or cross curricular), as well as an additional daily reading activity
- o Set learning for each afternoon in foundation subjects (some of these subjects will be blocked)
- o Liaise with parents/carers to make sure pupils with limited access to devices can still complete the work
- o Ensure that children have access to online learning platforms E.G. Bug Club, Purple Mash, Times Table Rock Stars
- o Support the enforcement of the E-safety agreement
- o Provide daily pre-recorded video explanations, where relevant, on the Remote Learning PowerPoint slides
- o Provide a timetabled opportunity, once a week, for social interaction between class teachers and pupils in their class via Google Meets
- o Regularly provide feedback to children submitting work via Google Classroom
- o Monitor the engagement of pupils submitting work via Google Classroom daily
- o Monitor the engagement of pupils accessing other online learning platforms
- o Rapidly contact children/families who are not engaging in Remote Learning to offer guidance and support

Support Staff

When assisting with Remote Learning, support staff must be available between their normal contracted hours.

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.

When assisting with Remote Learning, support staff are responsible for:
- o Attending virtual meetings when requested
- o Support Vulnerable and Critical Worker children, who are attending school
- o Support the monitoring and enforcement of the E-safety agreement
- o Use Google Classroom to give feedback to children within their class where appropriate
- o Support teachers in planning outdoor learning activity suggestions

When support staff are in school, they are NOT expected to monitor Remote Learning, instead they are expected to support Vulnerable and Critical Worker children, who are in school, with their own Remote Learning, on normal working days during contracted working hours.

Senior Leaders:

Alongside any teaching responsibilities, Senior Leaders are responsible for:
- o co-ordinating the Remote Learning approach across the school
- o monitoring the effectiveness of Remote Learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- o monitoring the security of Remote Learning systems, including data protection and safeguarding considerations
- o ensuring that pupils with SEND have appropriately set learning (SENCo)
- o ensuring that pupils learning is differentiated and extended through additional challenges via purple boxes indicated on the Remote Learning slides
- o monitor the quality of Remote Learning

The Governing Body will:
- o Ensure that the school has robust risk management procedures in place
- o Ensure that the school has a business continuity plan in place, where required
- o Evaluate the effectiveness of the school's Remote Learning arrangements

The SENCO will:
- o Take into account the significant demands on parents and therefore work with families to deliver an ambitious curriculum appropriate for their level of need
- o Ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaise with parents and other organisations to make any alternate arrangements for pupils with EHC plans.
- o Identify the level of support or intervention that is required while pupils with SEND are learning remotely
- o Ensure that the provision, put in place for pupils with SEND, is monitored for effectiveness throughout the duration of the Remote Learning period
- o Support teachers in their planning for children with SEND
- o Continue to seek information and support from outreach providers, to support a child with SEND needs during their Remote Learning

Parents
- o Adhering to this policy at all times during periods of Remote Learning
- o Ensuring that their child/ren has access to Google Classroom
- o Submitting their child's work via Google Classroom to support teaching staff in monitoring in the form of photographs, videos or digitalised formats e.g. word, pdf, PowerPoint
- o Reporting any technical issues, including difficulties accessing technology, to the school office as soon as possible
- o Ensuring that their child always has access to Remote Learning material
- o Reporting any absence, if their child is due to attend school as a Vulnerable or Critical Worker child
- o Ensuring that their child uses the equipment and technology used for Remote Learning as intended
- o Ensuring that they have read and discussed the E-safety agreement with their child and adhere to the rules and regulations within it

ONLINE SAFETY

This section of the policy will be enacted in conjunction with the school's E-safety Parent/Pupil Agreement.

When children access Google Meet sessions, pupils and parents must adhere to the following guidelines.

Accessing Google Meets:
- Pupils may need parental support to access the meeting - on the day of your Google Meets, a link will be shared via your child's Google Classroom Class Stream, 10 minutes before the start time.
- You may find the following video about how to join a Google Meet via Google Classroom useful: https://www.youtube.com/watch?v=d3wUIZf5tMY

Parental/carer support:
- For the duration of the class session, a parent or carer must be present in the room and manage any safeguarding or e-Safety issues that may arise.
- When entering the Google Meet, parents and carers should assist children with muting their microphones until they are invited to unmute by the teacher.
- Parents/Carers should assist children with enabling the video function so that the participants can see each other. If you do not wish for your child to be visible, it is your responsibility to ensure that the camera is disabled.
- Under no circumstances should a Google Meets be recorded, saved or shared by any pupil, parent or teacher.
- Please ensure that the only person visible on camera, is a pupil within that class.

Before the Google Meet session, please consider:
- All pupils must be suitably dressed (not in pyjamas) - they do not need to be in school uniform.
- Pupils should use Google Meets in a quiet and safe place e.g. in a shared working space and not in bedrooms.
- If the camera is enabled during the session, please consider what is on view in the background and ensure that no inappropriate content (e.g. posters and/or personal information) can be seen.

Other:
- The teacher will mute or end the call for any individual child, or whole class, if the teacher witnesses any inappropriate contributions that may jeopardise the online safety of others.
- Calls will last approximately ten minutes and children must leave the call when asked. They will not be able to re-join. The teacher, hosting the Google Meets, will stay until all children have left.
- Teachers will remind children of the rules at the start of each session.
- Google Meets will not be held for individual pupils.

All staff and pupils using any audio or video communication must:
- Communicate in groups – one-to-one sessions are not permitted
- Wear suitable clothing – this includes others in their household
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
- Use appropriate language – this includes others in their household
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programs as intended
- Not record, store, or distribute video material without permission

- Ensure they have a stable connection to avoid disruption to lessons
- Always remain aware that they are visible and can be heard

MARKING, ASSESSMENT AND FEEDBACK

All school work completed through Remote Learning must be:

- Finished and returned to the relevant member of teaching staff via Google Classroom
- Returned to their class teacher as soon as possible but before 5pm to ensure same day marking and feedback
- Completed to the best of the pupil's ability
- The pupil's own work

Teachers will use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge. As such, teachers will not rely on long-term projects or internet research activities to ensure that they can continue to regularly assess their pupils progress and attainment.

Teachers will provide pupils with written feedback via Google Classroom everyday, if submitted before 5pm. If submitted after 5pm, teachers will provide written feedback via Google Classroom on the following day. Teachers will provide written feedback, which will move the learner on through an additional challenge or checking, justifying and reasoning activity, at least once a week.

The school expects pupils and staff to maintain a good work ethic during the period of Remote Learning following the suggested timetable to enable children to keep to a routine throughout their time of learning from home.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources including the progress of those with SEND, seeking further support from the SENCO where necessary.

SCHOOL DAY AND ABSENCE

Submitting work each day via Google Classroom, counts as attendance "in school" that day. Teachers will be continuously monitoring engagement of Google Classroom and other online learning platforms and will share, with SLT on a weekly basis. If children have not engaged with their learning, teachers will subsequently contact families directly to offer guidance and support.

Pupils who are unwell are not expected to be present for Remote Learning until they are well enough to do so. Parents will inform the School Office no later than 8:50am if their child is unwell.

COMMUNICATION

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via Newsberries, SchoolComms, e-mails and/or text messages as well as the school website about Remote Learning arrangements as soon as possible.

The Headteacher will communicate with staff as soon as possible via email about any Remote Learning arrangements.

Members of staff involved in remote teaching will ensure that they have a working mobile device that is available to take phone calls during their agreed working hours from colleagues only. All members of staff must adhere to the E-safety policy and therefore must not use a personal mobile device to contact parents or the children in their class.

If school work cannot be completed, parents will inform staff by emailing the school office.

Issues with Remote Learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The Headteacher and SLT will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication as well as use Newsberries to feedback upon actions that have been taken to address parent feedback.

Monitoring and review

This policy will be reviewed each time new Government Guidance is shared with schools, from The Department of Education, by the Headteachers and the Governing Body.