

Remote Education Policy

September 2020

**Ethos**

At Great Linford Primary School we believe in a broad and balanced curriculum that enables children to aspire and thrive. Our strategy for remote learning allows children to remain connected to their learning journey despite the challenges that learning at home may bring. We are mindful that all families will have differing circumstances.

**Our Key Principles for Remote Learning:**

* Remote learning should be relevant and engaging
* Staff and children are given clear expectations about what is expected and when
* Work should be broad and balanced so that all subjects are catered for
* Work should be easy for parents to access
* Work should support mental health and well-being not just academic progress
* Work should support children with individual needs (e.g. SEND/EAL children)
* Work is celebrated in an appropriate manner

Linking this policy to our school values and ‘ROOTS’, we want children to display the values of Aspire, Achieve, Thrive and Enjoy. To achieve these principles, we have a consistent approach throughout the school and expect staff to follow our *Remote Learning Checklist* (see appendix 1)

**Who is this policy applicable to?**

The leadership team have identified the following circumstances where member of the school community may be absent and require remote learning materials. These are:

1. A child *(and their siblings and also attending)* 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. (see individual isolation checklist – appendix 1)
2. 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. (see whole class isolation checklist – appendix 2)

Remote learning will be shared with families when they are absent due to Covid related reasons and this will be within one day maximum of absence beginning.

An additional checklist is available in the event that a staff member is well but asked to self isolate. Details of this are found in appendix 4 – ‘staff isolating checklist)

**How we will deliver ‘Remote Learning’:**

*Details of when remote learning should be made available to parents can be found within the checklist – see appendix 1 and/or 2)*

* Use of Google Classroom to securely share learning resources quickly and efficiently with families.
* Use of Recorded video (where appropriate) to greet students, teach phonics (KS1 only) and model learning. This also includes recording of Smart interactive whiteboard sessions and Powerpoints that have voice and video recordings.
* Phone calls home (via member of SLT or via the school admin team)
* Printed learning packs (offered to all families and made available – this may be made available to collect from site [if safe to do so], posted or sent home with a sibling)
* Physical materials such as exercise books and writing tools
* Use of BBC Bitesize, Oak Academy, Spelling Frame, Numbots, TTRockstars with links made available via the Google Classroom.
* An example daily timetable for parents
* Use of Social Media to share announcements and celebrate home learning by students (in line with school policies relating to e-safety)
* Q&A sessions daily (if staffing levels permit) to allow students and families to ask questions relating to learning.

**Feedback for students:**

We believe that feedback should be relevant, timely and proportionate. We expect feedback to be either written or in the form of a voice note and provided with 48 hours of receipt of work. Such feedback can will differ from our main Feedback Policies but should cover:

* Acknowledgement that work has been received
* Celebration of effort
* Brief moving on comments if applicable

The teachers statements can be made overall for all work received. Quiz’s can be self-marking with pre-determined comments.

*Further details relating to staff feedback can be found in the relevant checklists – see appendix 1 and/or 2)*

**Use of Zoom**

The use of Zoom will require all those taking part (adults and children) to sign an –e-safety agreement before they can take part. Use of Zoom must be agreed by Tara Lovelock, Alex Kerrigan or Tom Rowlands. The sessions must have at least two members of staff present and be recorded. Parents should be present with children at all times.

**Children, Staff and Parents – Zoom Use and Internet Safety**

* All pupils to sign a ‘safe use agreement’ before using Zoom (either EYFS & KS1 or KS2)
* Those with SEND will have a picture based agreement to allow them to understand the policy and safe use of Zoom.
* Staff must sign to say they have read staff ‘safe use agreement’
* Parents must sign to say they have read ‘safe use agreement’

**Roles and Responsibilities:**

**Teachers**

*If an individual child or small group is isolating:*

* Up to x2 weeks of work is made available via a secondary Google Classroom. This is ready at all times.
* Feedback is provided to families at least weekly (in the case if individuals who are self isolating) or within 48 hours (if the whole cohort / year group is isolating)
* Feedback should impact planning and next steps so that the teaching sequence is relevant and meets the needs of the children.

**Admin Team / SLT:**

* The code is sent to families on the first day of isolation.
* A member of the admin team or SLT will call and make contact with the family to check well-being and offer help and support. This includes offering paper packs and materials such as pencils, exercise books, paper etc.

*If a class bubble are isolating and the teacher is not unwell and able to work the following will apply*

**Teachers**

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| --- |
| * *Great Linford Primary School has provided refresher training and CPD support to allow staff to use the Google Classroom.* * *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.* |

* When providing remote learning, teachers must be available for 30 minutes per day to provide online support via Google Classroom. Any obscene or abusive comments must be reported to the Tara Lovelock, Alex Kerrigan or Tom Rowlands immediately.

When providing remote learning, teachers are responsible for:

* Setting work (see checklist – appendix 1 and/or 2)
* Teachers will set work for the pupils in their classes. This includes those responsible for maths groups in Year 6.
* The work set should follow the usual timetable for the class had they been in school, wherever possible
* Providing feedback on work in accordance with the checklist.
* Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response within 48 hours.

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/s parents should be contacted via phone to access whether school intervention can assist engagement. This can be done by reporting concerns to Carol Mallet who can make contact and offer support.
* Those deemed ‘vulnerable’ will be called by Carol Mallet who will – in conjunction with the head teacher – notify any social workers that a child is isolating if appropriate.
* All parent/carer emails should come through the school admin account (office@greatlinfordprimaryschool.co.uk)
* Any complaints or concerns shared by parents via Google Classroom or pupils should be reported to a member of SLT (Tara Lovelock, Alex Kerrigan or Tom Rowlands)
* **Safeguarding concerns are referred immediately to the DSL or LADO in accordance with normal safeguarding procedures. This should be done via telephone.**

**Designated safeguarding lead**

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

**The SENCO**

It is the responsibility of the SENCO to ensure that pupils with EHC plans continue to have their needs met while learning remotely.

**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
* Seek help from the school if they need it – if you know of any resources staff should point parents towards if they’re struggling, include those here
* Be respectful when making any complaints or concerns known to staff

**School Governors**

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
* The designated school governor is Michelle Wangusi.

***Appendix 1***

Check List for individuals / small groups in self-isolation

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|  | **Gold/Green** | **Comment** |
| **If a child or group of children within your class or year group are unable to attend school as they are having to self-isolate** |  |  |
| Prepare an electronic folder. This should be saved in 2020-2021 > Year \_\_\_ (your year group folder) > Google Classroom > Isolation Remote Learning  *This is to allow admin staff to quickly print paper copies of work if families are unable to access or print remotely. This will be sent by Post (see ‘Admin Remote Learning Checklist’)* |  |  |
| Setting Up (for a consistent layout)   * Provide a short welcome message in the main ‘stream’ on your class homepage. * In the ‘classwork’ tab produce three tabs:  1. Latest News 2. Week A 3. Week B |  |  |
| Children may be absent for up to 14 days. In this case work should be provided for any child to access at any time and last up to 10 working days. |  |  |
| Maths:  Plan a short series of lessons utilising the White Rose videos / Classroom secret resources for autumn term.  Grammar:  Provide worksheets for lessons utilising Classroom secrets. You can plan your own activities if you wish. Cover the current year group objectives.  Writing:  Provide a weekly writing project linked to your topic and utilising some of the T4W strategies.  Spelling:  Provide some word searches or other spelling resources linked to your year group spelling lists and/or common exception words. X1 per day.  Project:  Provide a short activity for each week (x1 per week) that covers foundation subjects. This could be creative i.e. make a poster etc. |  |  |
| Provide x2 short PPTs to provide some basic information for children. This includes voice notes and/or short teaching videos. This can be brief and covers the week’s tasks. Save this into the relevant weekly tab. |  |  |
| In the main stream, invite children to upload their work and provide feedback at the end of their first week of absence |  |  |
| Feedback:  Feedback should be provided at least once per week by the class teacher. This can be written or in the form of a voice note. The teacher should report any concerns around engagement to the Family Champion and Tom Rowlands |  |  |

***Appendix 2***

Check List for full closure (bubble and/or class)

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|  | **Gold/Green** | **Comment** |
| **If a year group is told to isolate or in the event of full school closure the following will apply:** |  |  |
| Prepare an electronic folder. This should be saved in 2020-2021 > Year \_\_\_ (your year group folder) > Google Classroom > Full Closure Remote Learning  *This is to allow admin staff to quickly print paper copies of work if families are unable to access or print remotely. This will be sent by Post (see ‘Admin Remote Learning Checklist’)* |  |  |
| The main Google Classroom will be used to share work and resources. Ensure that old or irrelevant posts within the stream are deleted to help keep the classroom tidy and easy to use. |  |  |
| Create a new ‘tab’ within the ‘classwork’ section called ‘Remote Learning Week XX’ This is where work will be posted. Create a new one each week. |  |  |
| * **All planning will be weekly.** * **It will go ‘live’ from 6pm on the Sunday the day before the week starts (i.e. for resources wc 21/09work will be posted on 20/09 at 6pm)** * **Provide a weekly PPT with voice overs / pre-teaching**   **Maths:**  Plan x5 lessons with appropriate differentiation within your current topic  **Grammar:**  Plan x4 lessons using half-termly objectives. Provide a short ‘test’ using the ‘quiz’ feature which will self-mark for the end of each week (Friday)  **Writing:**  Continue (where possible and with suitable amendments) with your T4W unit.  **Spelling:**  Continue with your spelling overview and Spelling Frame links. You can set the ‘test’ using Spelling Frame  **Science / PSHE**  Provide a science task and PSHE task linked to your current unit. Provide suitable BBC class clips alongside other supporting resources. |  |  |
| Explain in your stream that work at the end of the week can be uploaded for feedback. Students should upload work by 12:00pm for feedback by Monday morning at 9am. This can be written or in voice notes. |  |  |
| Feedback:   * Children and families should expect feedback that is appropriate and relevant. This can be left in the form of a voice note or written feedback. * Feedback can cover all work submitted in one comment   Teachers should expect families to:   * Upload work by 1pm for feedback within 48 hours of receipt. |  |  |

***Appendix 3***

Office staff – remote learning checklist

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|  | **Gold/Green** | **Comment** |
| **If a year group is told to isolate or in the event of full school closure the following will apply:** |  |  |
| All work will be saved on the shared drive by teachers by Thursday at 9:00am. Copy work for stated number of pupils requesting home learning packs. |  |  |
| Home learning packs to be ready by 9:00am on Monday for that week. |  |  |
| Make a list of packs that are NOT collected by Tuesday and make contact with the family (CM)  See TR/SC (phone) for next steps. |  |  |
| CM to make contact with vulnerable families and ensure the head teacher is aware of any vulnerable children who are isolating. |  |  |

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|  | **Gold/Green** | **Comment** |
| **If a child or small group are told to self-isolate for a period of up to 14 days but the remainder of the class are in school.** |  |  |
| **Make contact with the family and ask if they have access to a computer. See below:**  **If yes:** *Send them a new code for their remote learning Google Classroom. This is different from the main Google Classroom. The teacher will check that they have accessed the correct one.*  **If no:** *Print them a paper copy of the work and ask if they are able to collect. If they are all self-isolating and unable to collect arrange for work to be posted. Print week A for the first week of absence and week B for the second. Label the envelope (‘work pack A – to be used first’ and ‘work pack B – to be used after work pack A’)*  **If yes but no printer:** *Send them the code. Arrange for work to be sent or collected (see above)* |  |  |
| If work is to be collected make a note of uncollected work and inform TR/SSc |  |  |

***Appendix 4***

Check List for Teacher Isolation – able to work from home

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|  | **Gold/Green** | **Comment** |
| **If you are isolating but are able to work from home.** |  |  |
| Prepare an electronic folder. This should be saved in 2020-2021 > Year \_\_\_ (your year group folder) > Teacher Absence Plans > Half day of busy work |  |  |
| Have a copy of any admin/paperwork necessary for your class (seating plans, timetable) |  |  |
| In this scenario, it is likely that you will not be able to immediately work from home (due to having to attend a Covid Testing Centre) therefore you will need to plan half a day of ‘busy work’ which can be easily picked up by an LSA to teach your class (handwriting, spelling, art, maths fluency etc). This should be kept in the electronic folder **but also copies printed out and kept in your classroom**. |  |  |
| Once you are working at home you will need to: |  |  |
| Plan lessons as you would usually for your class and email these to those covering. |  |  |
| For lessons which require a clearer input, provide voice over narration and modelling using smart recorder on your computer. |  |  |
| Zoom session with your class for morning circle to introduce today’s timetables and to make your expectations clear. |  |  |
| Another zoom session as your class come in from lunch to ‘check in’ with them (another circle). |  |  |
| A final zoom session with your class for the last 10 minutes of the day to read to them. |  |  |
| Note: Zoom sessions from home should use the virtual background feature. |  |  |