



## **Remote Education Policy – Full Lockdown**

**This policy has been amended to reflect the national lockdown in January 2021**

**When all pupils return to school our standard ‘remote learning policy’ will be reinstated which deals with individual bubbles isolating etc.**

### **Specific Aims**

- To outline our approach to education for all pupils during the national lockdown and partial closure of schools and the support available to families.
- To outline our expectations for staff working both in and out of school supporting with remote education.
- To outline our expectations of families in supporting remote education.

### **Who is the policy applicable to?**

Every child and member of staff who is working on or off-site during the national lockdown. All family members supporting remote education.

### **Remote Education for pupils**

The governors and senior leadership team are fully aware that these are exceptional times and would like to make it clear that, although the completion of work is highly desirable to stop a child falling behind, it is not compulsory. This document seeks to inform and guide families and set expectations for teachers, pupils and parents. Each family is unique and because of this, should approach home learning in way which suits their individual circumstances and maximises opportunities for their children to access education. We are aware that flexibility is needed but will communicate our expectations and offer support to families to help achieve these to mitigate the impact of lockdown on pupils’ academic progress. During the first lockdown we were able to establish that all families have access to the internet, however, a small number use mobile data and access to appropriate devices still varies hugely. This policy has been written with this in mind. The following points have also been considered when setting our timetables and expectations.

- Parents may be trying to work from home so children’s access to technology and support may be limited to outside of normal working hours
- Parents may have two or more children and need to prioritise the needs of young people studying towards GCSE/A Level accreditation
- Staff may be trying to manage their home situation and the learning of their own children. Staff will only be asked to consider sending their children to childcare or school using the critical worker criteria, if they are not able to meet the expectations set out in this policy within the flexibilities given.
- Some families access the internet through mobile phones and tablet devices, meaning programs designed for laptops and desktops may not display fully.
- IT systems may not always function as they should.

## **Our provision**

Our remote education offer includes:

- A pre-recorded whole school worship as this is an important part of our school day.
- A daily live whole class meeting to go through the day's learning and provide opportunities for the children to interact with each other in a structured way.
- Pre-recorded content for English & maths every day, and a rotation of other subjects throughout the week. This will be a mix of bespoke videos produced by our teachers and high quality, ready-made resources linked to our curriculum map such as Oak National, BBC bitesize and White Rose Maths.
- Work on basic skills on our educational apps - Numbots, Times Table Rockstars and Spelling Shed. Content in other free apps may also be suggested.
- Work equivalent to approximately 3 hrs for EYFS & KS1 and 4 hrs for KS2 pupils.
- Occasional Screen Free activity days.

## **The School will**

- Provide remote learning online from 9am on the first day of lockdown following the principles of good teaching.
- Prioritise getting every pupil online in order to access the remote learning provided by their class teacher. This includes offering mobile data packs, school devices and support with using home devices such as mobile phones, tablets and games consoles. We will provide USB keyboards for any families who wish to adapt a home device.
- Only provide paper packs until wifi access and devices are sorted. Paper packs will not be provided as an alternative to online provision. This is because paper packs do not provide the level of teacher input required to cover new learning and timely feedback is not possible.
- Provide exercise books for maths and writing activities for all pupils and other stationery as requested by families.
- Provide access to our online subscription libraries for all families and offer reading books to those families whose only household device is a mobile phone.
- Review our provision weekly and host weekly good practice sessions in order to develop remote learning in line with emerging good practice using EEF research and DfE guidance.
- Provide access to the same learning opportunities for all those pupils in school, including access to the daily live meet with the rest of the class. Supervising staff will provide feedback to pupils as they undertake the learning set.
- Adapt the learning for vulnerable pupils in and out of school as needed.
- Use the detailed registers submitted by the teachers to identify those families requiring pastoral or academic support.
- Follow up non-engagement with learning weekly and put a plan together with the family to secure engagement.

## **Teachers will**

- Choose to work on-site or off-site to deliver remote learning.
- Run remote learning between 9am and 3pm. PPA time will be timetabled in and identified in the weekly timetable with work set for the pupils during this time. Teachers will not be expected to be online and providing feedback to pupils during PPA time.
- Post a timetable for the week on Class Dojo by 9.00am on a Monday morning to include an overview of learning for the week in each subject.
- Continue to plan lessons that are relevant to the curriculum focus for their year group and supply resources to support tasks for home learners, following our existing

curriculum map wherever possible. If they wish to deviate from the curriculum map for any subject teachers will inform SLT so that remedial action can be planned in for when all pupils return.

- Make all core learning available in pre-recorded format to allow flexibility of access.
- Host a daily live meeting to go through learning and provide activities to support wellbeing and structured social interaction between pupils.
- Manage communication with parents via Class Dojo.
- Acknowledge all work submitted and will provide feedback on Class Dojo or live on teams in 1:1 or small group sessions.
- Offer targeted support sessions to KS2 pupils with additional live input where needed.
- Arrange for 1:1 reading sessions for EYFS & KS1 pupils, using staff from across the schools.
- Allocate appropriate online reading books to each child.
- Respond promptly, within reason, to requests for support from families at home. Some teachers may choose to respond after school hours or in the evening if this fits better with their family life. *This is not expected.*
- Plan activities that can be completed in the exercise books provided for each child. They will not plan activities that require a printer, although some families may choose to print elements of what is set.
- Provide paper packs where it has been agreed with SLT as an exceptional case. i.e. families with no wi-fi and no device.
- Keep detailed registers on which learning has been accessed and submit these weekly to senior leaders.
- Request the pastoral staff call any families they have concerns about or call themselves and log this with senior leaders.
- Monitor the well-being of pupils engaging with remote learning.
- Seek support promptly for issues regarding technology to minimise any disruption.

#### **Support staff on the school-based rota will**

- Have shortened hours during this time as numbers allow. No member of support staff will supervise a group greater than 8 without additional support.
- Ensure that children have access to sufficient devices/group screen and log any issues with senior leaders immediately.
- Supervise the children completing the work set online by the class teachers.
- Support daily live meets.
- Arrange enrichment activities for the pupils if they complete all the work set by their class teachers.
- Not plan and deliver lessons, this will be provided by the class teacher and covered across the federation by the rest of the teaching staff or senior leaders in the case of teacher absence.
- Not regularly support remote learning when they are not on-site. However, they should check with their class teacher at the start of each day at home, in case they are needed on-line.

#### **Support staff not on the rota to work in school (CEV etc) will**

- Join the live daily meet each day.
- Pre-record a daily story time using books linked to the curriculum as directed.
- Support with communication and feedback to pupils using Class Dojo as requested by the teacher. This may involve live 1:1 sessions, hearing readers, responding to written messages etc.
- Engage in appropriate CPD.

## General

- Any safeguarding concerns regarding interaction online should be raised with senior leaders immediately. Please see the Covid Addendum to our child protection policy.
- Requests from support staff to be taken off the rota will be considered if colleagues are willing to work additional days on-site to cover this.

## Family (parent/guardian) role

- In October all families were sent their Class Dojo invitations and their teams log-ins. Families are responsible for downloading the Class Dojo app onto their home device or bookmarking the Class Dojo website in their chosen browser. The Teams app is not needed as we will post direct links, but downloading this as well will help.
- If they have not already done so, families who do not have access to wi-fi or a suitable device should inform the school as soon as possible.
- Families should make every effort to get their children access to their Class Dojo account. This may include allowing pupils to use their mobile phone to access learning until a suitable device can be sourced. Mobile Data packs are available for those families without wi-fi.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. A suggested timetable will be available on Class Dojo.
- Written work should be completed in the exercise books provided. This is so that work that children complete at home can be kept in one place and can be brought back to school when safe to do so to maintain a continuous learning record. Photos should be submitted online via the portfolio function in Class Dojo for immediate feedback. Any work not submitted online should be returned to school at the end of lockdown to support catch-up planning.
- You should ensure your child reads daily, using our online libraries and/or allocated books.
- Should anything be unclear in the work that is set, parents should communicate with class teachers via messages in Class Dojo. Pupils can also message their teacher. Messages posted in the wrong place will be removed or put elsewhere in order to keep the main class page clear for work posted.
- We encourage parents to support their children's work by viewing the work set together, including any accompanying PowerPoint or video, and then making appropriate plans to complete the work. This can include finding an appropriate place free from distractions such as siblings, the TV, phone or radio and encouraging them to work with good levels of concentration.
- Work should be completed mostly independently as teachers need to know how the pupils are doing in order to judge when to move the learning on.
- Every effort will be made by staff to ensure that work is set promptly but school cannot guarantee that the chosen platforms will work at all times as we rely on third party suppliers. Should accessing work be an issue, parents should contact school promptly.
- Pupils are expected to engage with learning at home showing similar behaviour and attitudes as they would in school. Any parents requiring support with learning behaviour should contact the class teacher.
- Families should ensure their child has viewed the video input for every lesson even if the associated tasks are not completed. **If reduced activity is necessary families should focus on reading together and the daily maths videos.**