



# **POLICY DOCUMENT**

For use by all member schools

## **Remote Education Policy**

	<b>Name</b>	<b>Date</b>
Version 1.0	Gulcin Sesli	Jan 2021
Approved	Kelly Hawker, Chair of ACC	Jan 2021

**This policy should be used by our Spring Trust Partnership Schools in the event of individual isolation, partial or full closure and acts as guidance for staff, parents and pupils around expectations of remote learning.**

## **1. Our Approach**

In The Spring Partnership Trust, we understand that people's circumstances at home can be very different. Some families may have to share a device, some may have several children of different ages to support and some parents might have more time than others to help with their children's learning.

For these reasons, we have adopted a flexible approach to remote learning, offering a variety of daily online and offline activities for the children so that they are able to work through things as and when they are able. Whilst we will provide a structured daily timetable and an estimation of how long each task should take, there is some flexibility as to what time in the day each task is completed.

## **2. Aims**

Our aim is to offer high quality and broad remote education opportunities with a mix of online and offline resources. Year/phase groups have been kept in class hubs to minimise the number of pupils being isolated at any one time.

### **This Remote Education Policy aims to:**

- Ensure consistency in the approach to remote education for all pupils who are not in school due to COVID 19 related closure or absence through the use of quality online and offline resources
- Provide clear expectations to members of the school community with regard to the delivery of high quality and interactive remote learning
- Include the continuous delivery of the school curriculum and the support of the mental health and wellbeing of all children (recovery curriculum)
- Support children's motivation for learning
- Provide parents with appropriate and available resources and tools so that they are better able to support their child's learning at home
- Ensure ongoing effective communication between the school and families

### **3. Who is this policy applicable to?**

- A child (and siblings as applicable), who is self-isolating because of a positive Covid-19 test within the household.
- An entire hub that is not permitted to attend school because a child and/or member of staff has tested positive for Covid-19.
- A whole cohort that is self-isolating because of a coronavirus outbreak.
- Partial school closure due to local or national lockdown.

### **4. Content and Tools to Deliver This Remote Education Plan**

In certain circumstances the school will be able to loan digital equipment to pupils for use at home to allow them to access remote learning. Equipment that provides an internet connection may also be available. The schools will contact relevant parents/carers directly about this in times of partial school closure or self-isolation, and a loan agreement must be signed and returned before any equipment can be taken home. Parents/carers should contact the school by email with any questions regarding this.

Printed materials are available to pupils who are otherwise unable to access remote learning. Parents/carers should contact the school to request these materials if they are not already being issued to the pupil. Printed copies need to be collected within two -three days of notification that they are ready.

Teachers will set appropriate work in line with the Trust curriculum, supplemented by a range of resources provided on other websites.

Teachers recognise that younger pupils and those with SEND may not be able to access remote education without adult support and so a range of activities will be offered and the remote education curriculum will be age-appropriate.

### **How will schools work with parents to help Early Years children access remote learning?**

We recognise that young children will need adult guidance in the home when working on a directed activity, and cannot usually be left for long periods of time to complete tasks. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

We will provide a recorded daily overview of activities and materials to support you, located in our classwork folders of Google Classroom. These are also accompanied by high-quality teaching videos to support the learning of writing, reading, maths and wider curriculum subjects. Videos include those for children and others, supporting parents, in early reading, maths and writing development. Some lessons may include commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (such as Read Write Inc and White Rose Maths).

We expect parents/carers to encourage their children to engage with remote education daily. This can include routines to support your child's education (daily timetable to suit your family at home), providing a clear and quiet environment to complete remote education and supporting with any learning and questions. If there are engagement concerns, teaching staff will contact parents/carers to discuss this further.

Learning can be submitted via Google Classroom or Class Dojo for schools who use this. Teachers will provide encouragement and feedback for children and any necessary support for parents in moving children's learning forward.

Nursery teachers will provide a daily story time and daily challenges on a weekly overview linked to immersing the children in age-appropriate experiences including reading, phonics, mark making and topic; these will be pre-recorded and uploaded to the relevant learning platform. This will be adapted if the majority of children are back in school.

### **How will schools work with parents to help children with additional needs access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

The provision for children with SEND is taken into consideration by teachers when planning remote education opportunities. Teachers will take into account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject. Where possible this replicates classroom learning provision, for example, opportunities to consolidate new learning by frequent revisiting, a variety of different strategies used to present information, opportunities to use hands on learning equipment (such as physical manipulatives in maths where possible) and encouraging movement breaks and using visual support aids.

### **Resources to deliver this remote education plan include:**

- Google Classroom
- Class Dojo
- Marvellous Me
- Use of recorded videos
- Google Meet live interactive sessions

- Phone calls home
- Printed learning packs
- Physical materials such as storybooks and writing tools
- Use of BBC Bitesize, Oak Academy, White Rose maths and other resources

We may add other resources if we find anything which provides a better learning experience and we will advise parents of any changes as they are made.

### **Curriculum Coverage**

Pupils' remote education will cover the same curriculum as they would in school to ensure that those at home are not further disadvantaged. Experienced teachers are trust lead planners who have created a weekly home learning schedule, which is fully aligned with the Spring Partnership Trust curriculum. Pupils will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. Pupils will be expected to complete a minimum of 4 activities per day: 1 English, 1 maths (including times tables), 1 spelling/grammar/phonics and 1 foundation subject. Teachers will provide activities which are captivating and spark curiosity through a range of approaches, such as multi-sensory, offline and opportunities to take learning outside. In addition there will be at least 3 physical sessions as part of the weekly routine offer. We will vary activities so children are not looking at a screen all day. We expect three hours of remote education in KS1 (less in EYFS) and four hours in KS2.

### **Remote education for self-isolating pupils**

Where pupils need to self-isolate, but the majority of their peer group remains in school, remote education will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. The main difference to the approaches will be that teachers will not be able to provide daily greetings, upload teaching videos and will not be available during the school day. We will endeavour to offer the above using materials such as PowerPoints, You-Tube tutorials, links to education online resources and worksheets.

### **Resources**

#### **Mathematics**

White Rose resources will be used as they are matched to our current mathematics curriculum model. Online maths resources may be used to support the acquisition and retention of timetables.

#### **English**

**Phonics** (Read Write Inc) – Pupils in the EYFS and KS1 will access structured phonics lessons from Read Write Inc or from a member of the teaching staff.

**Reading** – Pupils will be expected to continue to read each day and complete their reading records if appropriate. Links to access to online reading books will be placed on Google Classroom. When children are reading a class novel and this links to their writing tasks, the text will be made available where possible.

**Spelling** – Pupils will access their spellings for the week through Google Classroom. They may be required to complete activities related to these.

**Writing** – Regular writing tasks will be placed in Google Classrooms with written instructions.

**Grammar** – Grammar lessons to complement our writing curriculum will be available on Google Classroom.

**Science, RE, Geography/History, Art & Design/Design & Technology & Computing -** Science tasks and links, linked to our curriculum will be sent. Foundation subject activities will be provided to reflect the school's curriculum.

**Music and Spanish** – Online lesson activities in line with our curriculum may be provided by our specialist teachers.

**P.E.** – Teachers will continue to plan opportunities for physical activity and movement breaks throughout the day in line with our usual daily routines at school. Links to online websites, such as Joe Wicks may be provided.

### **Assessment**

Pupils are expected to complete tasks set on Google Classroom and upload outcomes when requested so that appropriate feedback can be provided.

Teachers will be able to carry out formative assessments in line with our teaching and learning policy through pupil participation in an online platform. When appropriate, the teacher may share the answer sheet for pupils or their parents/carers to mark their work. Pupils may be asked to share their thoughts via Google Classroom or write a self-reflection of how they find the tasks so that the teacher is able to amend lessons accordingly.

Summative assessments of the units covered in-home learning will be carried out once the pupils are back at school when appropriate as well as through our usual marking of the child's work. Teachers will continue to give merit points for exceptional work and effort in order to motivate and engage.

## **5. Roles and responsibilities**

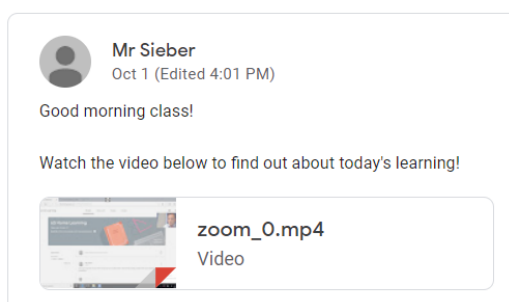
### **5.1. Teachers**

Our school will provide a refresher training session and induction for new staff on how to use Google Classroom. When providing remote learning, teachers must be available between the hours of 8.30 a.m. and 3.30 p.m. 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 reporting procedures. This may have an impact on the provision provided for a particular class/hub or year group.

When providing remote learning, **teachers** are responsible for:

Setting work:

- Teachers will set work for the children in their classes/year groups.
- Wherever possible, the work set should follow the usual timetable for the pupils/class had they been in school.
- Weekly/daily work will be shared using Google Classroom.
- The amount of work set will be dependent on the number of teachers available to work.
- Teachers will upload to the stream a short pre-recorded video each morning and
  - talk through the lessons for the day;
  - include feedback from the previous day's learning. e.g. Well done to Amy for yesterday's artwork, with the example shared.



- Teachers will feedback on one piece of work each day and at least one piece of extended writing over the course of the week. This feedback must be specific to each child and can be given verbally or in writing. Sometimes children will be expected to mark their own work when the answers can be provided.
- Teachers will acknowledge all work uploaded on to Google Classroom and will give specific deadlines.
- Teachers will make contact once a week with each child through a Google Meet group chat. The teacher will discuss any learning the pupil has found difficult and provide support and encouragement.
- Depending on the child's needs, teachers may also follow up with a phone call to individuals.
- Teachers will be flexible, bearing in mind most pupils will have to share a device with other family members.
- Teachers will aim to respond to queries from parents during working hours within 1 working day. Teachers are not expected to respond to queries beyond 6pm (Mon-Fri).

#### **What teachers should do when hosting a Google Meet session:**

- Make sure all meetings are confidential and software security settings are in place.
- Make sure only invited guests are allowed into any meeting.
- Invitations will be sent out via an online platform.
- The meeting will start when the identity of pupils has been verified by the teacher.
- In order to safeguard staff and pupils, any live sessions delivered are likely to be recorded by the Teacher as referenced in the TSPT Privacy Notice.
- Teachers will be dressed according to the Trust's code of conduct and speak professionally at all times.
- At the end of the session, teachers will stay online until all pupils have left.

#### **Providing feedback on work:**

- Work completed should be uploaded to Google Classroom whenever possible.
- Priority on feeding back to children must be given to the core areas i.e. reading, writing and maths.
- Feedback will be in the form of comments on Google Classroom
- Feedback in other curriculum areas may also be given

#### **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 child, parents should be contacted via phone to assess whether school intervention can assist engagement. All parent/carer emails should come through the school office. Any complaints or concerns shared by parents or children must be reported to a member of the senior leadership team. Any safeguarding concerns must be referred immediately to the designated safeguarding lead. (DSL)

#### **5.2. Teaching Assistants**

- Teaching assistants must be available during their contractual 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 reporting procedures. During the school day, teaching assistants must complete tasks as directed by their line manager or a member of the SLT.

#### **5.3. Phase leaders and Senior team**

##### **Senior leaders are responsible for:**

- Ensuring parents are notified of the reason for isolation and remote education expectations

- Co-ordinating the remote education approach across the school, including daily monitoring of levels of pupil engagement. Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing the work set or gathering feedback from children and parents. Class teachers will encourage parents and pupils to give weekly feedback on the remote education so teachers can adjust lessons to meet pupil's needs.
- Monitoring the security of remote education systems, including data protection and safeguarding considerations.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the SENCO and other organisations to make any alternate arrangements for pupils with EHC plans. There must be regular contact with the SENCO and class teacher. Identifying the level of support required for individual children with SEND

#### 5.4. Designated Safeguarding Lead (DSL)

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. Ensuring support is in place for children in vulnerable groups (e.g. online resources, regular contact and links with agencies). Contacts for trust safeguarding leads can be found in appendix 1.

#### 5.5. Pupils and parents

Staff can expect children learning remotely to:

- Complete work to the deadlines set by teachers
- Seek help if they need it or if they are worried about any aspect of their work, from teachers by contacting them directly through Google Classroom or Class Dojo if applicable
- Let their teacher know if they are struggling to complete the work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Only use Google Classroom for curriculum-related correspondence.
- Be respectful when making any complaints or raising concerns. These should be sent to the school office and not dealt with on Google Classroom.
- Make sure an adult is present when a teacher and their child are meeting on the phone or via GC

#### Weekly use of video conferencing Technology – Google Meet

- We are keen to provide live face to face contact opportunities, both as a support to the children's well-being, and to offer direct feedback to aid their learning. Parents should inform the school if this is not possible because of technology constraints.

If they are happy with this they must agree that:

- They will be close by throughout the video or conference call to ensure that the child is safe and using the technology safely.
- When joining the meeting, the adult will need to appear onscreen briefly so that their presence can be confirmed.
- Children must take part in the meeting in a suitable learning environment and must be fully dressed. They do not have to wear uniform, but the top and bottom part of their body must be covered.
- Everyone in the household should be made aware that a meeting is taking place and should be suitably dressed.
- Inappropriate language should not be used in the background.
- Parents will ensure that their child is correctly logged off at the end of a meeting.

## 5.6. Trustees

Trustees are responsible for:

- Monitoring the school's approach to providing remote education to ensure that the quality of education remains as high quality as possible Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons

## 6. Home and School Partnership

Spring Partnership Trust schools are committed to working in close partnership with families and recognise each family is unique and, because of this, remote education may look different for different families in order to suit their individual needs.

Our schools will provide a refresher online guidance and induction for parents on how to login and use Google Classroom.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We therefore strongly recommend that each 'school day' is well structured and that parents support their children, including finding an appropriate place for them to work and concentrate in. Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents must contact the school office and alternative solutions will be considered. These will be discussed on a case by case basis.

Our school **Home School Agreement** should be read and agreed by all parents and carers.

## 7. E -Safety

In school, we are able to restrict access to sites but, at home, pupils may be able to find material that is unsuitable. With increased usage and reliance on remote education parents will be encouraged to read some of the safety tips for keeping our children safe whilst online.

## 8. Links with other policies and development plans

This policy is linked to other policies and procedures related to:

- Safeguarding policy
- Behaviour for Learning
- Child Protection Policy
- Data Protection and privacy notices
- External Communications and Video Conferencing policy
- Online safety and acceptable use policies
- Home School Agreement
- Teaching and Learning policy