

## **The Spring Partnership Trust (TSPT) Remote Learning Protocols**

These expectations have been written as part of our response to potential school/bubble closure due to COVID19. It aims to:

- Ensure consistency high standard in the trust's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning (the expectations will be adapted if only applied to individuals).

### **Our Approach**

In TSPT, 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.

### **Learning platforms**

We are currently delivering remote learning through a number of different platforms.

We use Google Classrooms and Class Dojo (in LPS, SMC and MPS in EYFS) to set a mixture of pre-recorded clips to support offline learning. Teachers also provide an overview for the offline learning and this can be found on Google Classrooms. We will also use other learning platforms which will include, but are not limited to, Oxford Owls, BBC Bitesize, White Rose Hub and Oak Academy. We will communicate with parents via telephone, Google Classrooms or Class Dojo. 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.

### **Home Learning Plans**

Pupil's remote learning 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' curriculum. In the event of remote learning, class teachers will continue to plan English and maths lessons for their own class. Pupils are expected to complete 4 activities per day: 1 English, 1 maths (including times tables), 1 spelling/grammar/phonics and 1 foundation subject. Teachers should provide activities which are captivating and spark curiosity through a range of approaches, such as multi-sensory, offline and opportunities to take learning outside. There must 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.

### **Quality Assurance**

Trust senior leaders, including Heads and Deputies:

- Check the home learning offer weekly to make sure every class gets a high quality of learning.
- Monitor the effectiveness of remote learning – through their regular meetings with teachers and subject leaders, lessons are reviewed and feedback from pupils and parents is taken into consideration. Class teachers will encourage parents and pupils to give weekly feedback on the remote learning so teachers can adjust lessons to meet pupil's needs.

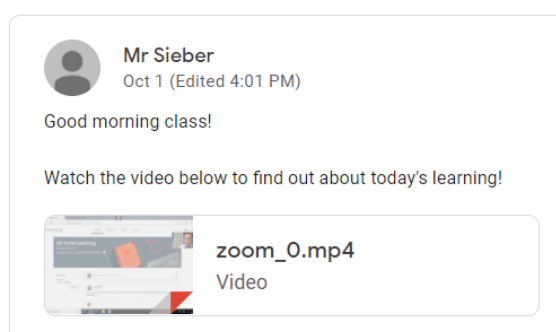
- Refer any safeguarding concerns to the Designated Safeguarding Lead (DSL) or the Deputy DSL and deal with them according to the Trust safeguarding policy. Contacts for trust safeguarding leads can be found in the appendix 1 of the safeguarding policy.

### What teachers will provide

Teachers will be available between the normal teaching hours (between 9am and 3.30pm). If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should will report this to their line manager who will provide cover for the class where reasonably possible.

Teachers will:

- Set work for pupils on Google Classrooms. Children will receive full timetable of lessons and have a copy of the timetable for the week by Sunday evening. Lessons such as P.E/Computing/Music will have to be adapted so that they are suitable for home with limited resources.
- Upload to the stream a short pre-recorded video (using zoom) each morning and
  - talk through the lessons for the day;
  - share with the children the one piece of work that they are going to feedback on the day and when it needs to be submitted by;
  - 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 writing. Sometimes children will be expected to mark their own work when the answers can be provided.
- Teachers will make contact once a week with each child through a phone or video call. The teacher will discuss any learning the pupil has found difficult and provide support and encouragement.
- Teachers will be flexible, bearing in mind pupils may 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

- Teachers will arrange an agreed time to call children for their weekly feedback sessions.
- 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 preferred by each school.
- The meeting will start when the identity of guests has been verified by the teacher.
- If the teacher is going to record the session they will ask for parental consent first.
- Teachers will be dressed according to the Trust's code of conduct and speak professionally at all times.

#### **What pupils should do**

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

#### **What parents should do**

- Make the school aware if their child is sick or struggling to complete work.
- Give feedback on learning in a respectful way.
- 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 – Webex or Google Hangouts/phone calls**

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 sign the consent form (appendix 2) and must agree that:

- There will be an adult in the room with the child 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 communal environment (not a bedroom) 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.

The Spring Trust is in the early stages of providing a remote curriculum and we will use feedback from parents, pupils and staff to continuously improve the offer. All parties adhering to the trust protocols will enable us to work together to get the very best from our children.