

# ST. JOHN'S C OF E PRIMARY SCHOOL



## Remote Learning Policy

Version date: Autumn 2022

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### Reference Documents:

1. <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>
2. <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
3. <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
4. <https://swgfl.org.uk/assets/documents/educational-professionals-remote-working.pdf>
5. <https://swgfl.org.uk/assets/documents/safer-remote-learning-flyer.pdf>
6. <https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

## **Context**

Before developing our Remote Learning Plan, we as a school, have reflected on many different sources of information, which include:

- our own experiences and feedback from parents during lockdown
- a document that collated the views of Headteachers across Hertfordshire with regards to the successes and developments for future following on from attending a training course entitled “back on track – curriculum and assessment course.”
- official documents from the government, as well as supporting documents from the NSPCC, Educational Endowment Foundation as well as SWGfL.

## **Overall Aims**

1. To support the emotional wellbeing and academic learning of all pupils unable to attend school for COVID-19 related reasons.
2. To provide a meaningful, manageable and motivating remote learning offer to all pupils.
3. To ensure that remote learning is delivered consistently throughout the school and to a high standard.

## **In developing this contingency plan, we will:**

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will work with families to deliver a broad and ambitious curriculum

## **When teaching pupils remotely, we aim to:**

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a 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 and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

## **Replicating the classroom remotely**

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills

- enabling pupils to receive feedback on how to progress

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

### **When will Remote Learning be delivered?**

There are a number of scenarios in which Remote Learning may be required; we have summarised these as follows:

1. Full class/school closure as directed by Public Health England or the Government.
2. Individual is self-isolating due to being a close contact of someone with symptoms or with someone who has tested positive.
3. Individual is self-isolating due to having symptoms themselves or due to testing positive.
4. The school grounds/building have been deemed unsafe due to a scenario such as: snow and ice, significantly reduced staffing capacity, problems with the heating system or problems with plumbing e.g. no hot water and toilets not flushing etc.

We will not provide children with remote learning should they be unwell and unable to attend school. However, anyone who has identified symptoms and are unable to attend school due to government guidance, but are well within themselves, will be provided with remote learning.

### **If my child requires Remote Learning, when will it be received and how long will it last for?**

In the guidance for [Remote education good practice](#) the expectation is that schools should have the capacity to offer immediate remote education. Practically, should we be informed of your child's absence for a Covid-19 related reason at 8am on any school day, then learning will not be shared until 5pm at the latest on that same day for the following reasons:

- The class teacher will be preparing to teach his/her class that day and will not be available to plan an individual remote learning offer.
- The expectation is that remote learning should follow a carefully sequenced curriculum and as such should not be a 'bank' of generic activities to consolidate prior learning that can be pre-prepared.

If learning is shared by 5pm on the first day of absence, remote learning is co-ordinated a day in arrears. Therefore, if a child is reported absent for Covid-related reasons on Tuesday, they will receive this learning in readiness for Wednesday. From that day onwards, learning will be shared on a daily basis unless we know that the child is off for a two-week period. In the instance of being off for a two-week period, Teachers will plan the first day in arrears, but may well be able to plan in advance depending on their circumstances.

The duration of remote learning is flexible as there are too many factors as to when it would be required and it needs to reflect the uncertainty around the duration of the need. We cannot say what day remote learning would be sent out as it would be dependent on the circumstances.

For example, if a child displayed symptoms of COVID-19, they could be back in school within 24 hours if they are able to access a drive-through test, which results in a negative result. However, the timelines, availability of tests and outcomes of test results are all variable. Whereas, if the full class is closed or a close contact has been known to test positive then there is the certainty that remote learning will be required for two weeks.

The moment we are informed that your child is required to self-isolate, a member of the Office or the Headteacher will verbally inform the Class Teacher so that there is no additional delay in sending out remote learning.

<i>Reason for remote learning</i>	<i>Duration</i>
1. Full class/school closure	2 weeks minimum
2. Individual self-isolating due to a close contact	variable
3. Individual self-isolating due developing symptoms	variable

### **Delivery of Remote Learning**

Remote learning will be shared on a daily basis and uploaded to the child's Google Classroom for those in Year 1 to Year 6 or on Tapestry for children in Nursery and Reception. This daily upload will be required due to the nature of the planning materials being prepared to ensure that remote learning to ensure is a meaningful, manageable and motivating experience.

Planning the delivery of a whole class remote learning offer will be timetabled weekly, but to support quality lesson materials, this content may be uploaded daily as opposed to weekly.

If the class teacher is required to self-isolate and is unfit to work during a time of a whole class or whole school closure, then a Senior Leader will be responsible for sharing learning expectations. In this scenario, learning will take on the form of more open challenges, but will continue with clear links to the curriculum.

### **Pedagogy of Remote Learning**

Remote Learning will be based on a carefully sequenced curriculum, with the focus on extending children's knowledge and understanding. The guiding principles of our Remote Learning offer if covered by the class teacher will centre around being interactive and in providing effective feedback.

If Remote Learning is for individuals for a variable amount of time, then we will not look to replicate the full school day, but we will ensure that key concepts are shared and covered.

### **Keeping pupils motivated and engaged**

As set out in the guidance for full opening, the school will monitor pupil engagement with remote education provision, especially if this is for a sustained period of time. Therefore, schools will log participation and motivation levels and feedback to parents as and when required. We may also contact pupils via their parents by telephone to explore ways to secure re-engagement.

We will create weekly whole-class feedback loops to pull together examples of success, misconceptions and next steps if we enter a class closure to support - this will be emailed to all parents for the attention of their children, or posted to those without digital access.

### **What will Remote Learning look like?**

Type of Remote Learning	Remote learning offer may include some of the following
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Whole Class with Class Teacher	<ul style="list-style-type: none"> <li>*Weekly planned timetable</li> <li>*Weekly phone call</li> <li>*Small group live meetings for feedback and teaching input</li> <li>PowerPoint with audio explanation</li> <li>Video tutorial e.g. Loom and/or Powepoint inserted video</li> <li>*Use of Google Classroom with individual feedback</li> <li>*Use of Tapestry for parents who have children in Early Years</li> <li>*Daily English, Maths and Wider Curriculum lessons</li> <li>Answer sheets were applicable</li> <li>Use of quizzes</li> <li>*Whole class weekly feedback summary</li> <li>Purple Mash</li> <li>BBC Bitesize links</li> </ul>
Whole Class without Class Teacher	<ul style="list-style-type: none"> <li>*Weekly planned timetable</li> <li>*Weekly phone call</li> <li>*Use of Google Classroom</li> <li>*Use of Tapestry for parents who have children in Early Years</li> <li>*Daily English, Maths and Wider Curriculum lessons</li> <li>Answer sheets were applicable</li> <li>Use of quizzes</li> <li>*Whole class weekly feedback summary</li> <li>Purple Mash</li> <li>BBC Bitesize links</li> </ul>
Individuals	<ul style="list-style-type: none"> <li>*Use of Google Classroom</li> <li>*Daily English, Maths and Wider Curriculum lessons</li> <li>Answer sheets were applicable</li> <li>*Weekly feedback summary</li> <li>Purple Mash</li> <li>BBC Bitesize links</li> </ul>

All items marked with \* form the foundation of our Remote Learning offer

### **Safer Working Practice and Safeguarding – Live Sessions**

Keeping children and teachers safe during remote education is essential. Teachers delivering remote education online are aware that the same principles set out in the school's staff code of conduct will apply.

If the school/class needed to close and staff are unable to attend their place of work then live sessions may not be practical due to their own personal circumstances such as having no childcare for their own children or not having suitable broadband capacity etc.

If an individual child is unable to attend school due to being required to self-isolate then live lessons would not be available due to the safeguarding of the children in the classroom.

It is best practice to have at least two adults present when working with children and young people or to record the video activity. This applies both on- and offline. Therefore, this may mean that a live group meeting is impractical to deliver.

Sometimes staff might need to contact children individually, for example to give feedback on homework. Staff should only contact children during normal school hours, or at times agreed by the school leadership team (DfE, 2020).

### **Livestreaming**

Livestreaming can be used by schools to broadcast an event taking place in school or to view external events. It's a valuable educational medium which can connect the school with the

community and with events outside of our locality. If we are hosting a livestream beyond the school, which children are involved in then we will seek permission.

To create a safe environment for children and young people when watching or engaging in a livestream, there are several things we will consider.

Before starting any livestream, we will remind children and parents:

- not to share private information
- not to respond to contact requests from people they don't know
- who they should tell if they see or hear anything upsetting or inappropriate.

### **Hosting a livestream beyond the school gate**

Hosting a livestream means any situation where the school instigates, publishes and is responsible for streaming online content. This includes livestreaming lessons, assemblies, announcements, activities, and if external visitors livestream on the school site.

When hosting a livestream we will...

- consider which platform to use since free platforms such as YouTube or Facebook Live do not allow you to restrict the audience
- consider inviting our audience to register to watch the stream and issue a log in and password, or look into using a custom platform if livestreaming is regularly used in your school
- familiarise ourselves with the privacy settings and find out about how to report any offensive or abusive content
- the stream should take place in school time and on school premises and must be supervised by appropriate adults at all times
- be sensitive to the needs of individual students, including deaf and disabled children, and children who may be sensitive to certain topics or issues that may arise during the livestream
- have appropriate staff to supervise and be on hand to handle any sudden changes or upsetting developments that may occur during the livestream.

Although this policy offers a review date of Autumn 2021; the Leadership Team at the school will continue to monitor national guidance and will make regular updates to this policy.