

2020-2021

Remote Learning Guidelines (updated March 2021)

Aims

These remote learning guidelines aim to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regard to remote learning
- Set out how the school will endeavour to remove all known barriers to accessing remote learning
- Provide appropriate guidelines for safeguarding and data protection
- Reflect the school's commitment to the UN Conventions of the Rights of the Child, specifically Articles 28, 29, 31

Where a class, group or small number of pupils need to self-isolate, or there is a local or national lockdown requiring pupils to remain at home, we will continue to develop our capacity to support pupils' learning at home by providing:

- access to high quality remote education resources
- 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
- 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
- Printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Homework books for pupils to write in

This will be achieved through a strong model of "blended learning", using our familiar digital platforms Google Classroom and Seesaw, alongside MyMaths, Times Tables Rock Stars and other apps to support learning.

Blended Learning - A tiered approach

The school will operate a tiered approach to remote learning as follows:

Tier 1 - Remote Learning for Individuals

In the event that a pupil cannot be in school and is learning from home, we will ensure that remote learning is in place on our digital platforms. Staff will upload daily a range of tasks.

School staff will monitor the work completed and give feedback as necessary. Pupils can contact their teacher regarding their work through the private message function on Google Classroom or other digital platforms as directed by the teacher. Any parent communication should be via the school email to: enquiries@carterhatchjun.org and not through Google Meet, Google Classroom or any other digital platform.

Tier 2 - Remote Learning for Partial Closure

In the event that the school needs to close a class or year group, that "bubble" will transfer to daily remote learning. The school will provide a daily timetable for pupils who are well enough to participate and the work will be provided by their class teacher, where possible. The timetable will be equivalent in length to the school day and cover the same curriculum expectations. Daily work will comprise a combination of online tasks, live virtual lessons and tutorials and resources specifically developed for remote learning such as Oak Academy.

School staff will monitor the work uploaded and give feedback as appropriate. Pupils can contact their teacher regarding their work through the private message function on Google Classroom or other digital platforms as directed by the teacher. Any parent communication should be via the school email on: enquiries@carterhatchjun.org. and not through Google Meet, Google Classroom or any other digital platform.

Tier 3 - Remote Learning for Full closure

The school will endeavour to remain open to pupils wherever possible, however, should a full closure be necessary, we will offer immediate remote learning. Pupils will receive a daily timetable of subject specific tasks with an equivalent volume of work as they would complete in class. Video and live virtual lessons will be available to deliver new content.

Teachers will check work daily and pupils will receive individual feedback. Pupils can contact their teacher regarding their work through the private message function on Google Classroom or other digital platforms as directed by the teacher. Any parent communication should be via the school email to: enquiries@carterhatchjun.org and not through the digital platform.

When delivering the remote learning curriculum, the school will:

- 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 and/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
- Consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, access to devices, apps and broadband as well as demands on parents' help or support
- Avoid an over-reliance on long-term projects or internet research activities
- Continue to develop comprehensive guidance and training to staff

The parents and pupils will:

- Agree to the Home-School Agreement and the IT Code of Conduct
- Agree to the remote learning protocol
- Review weekly and daily timetable to support their child's remote learning

Remote Learning Infrastructure

The following will be in place:

- Staff and pupils have access to a home device and the school's online platforms
- Staff will have access to key resources remotely at home via Google Drive. Staff are encouraged to save all files to the Google Drive rather than to individual devices
- Staff and pupils will receive appropriate training
- All staff members will take appropriate steps to ensure their work devices remain secure. Appendix A sets out guidance
- Pupils will be provided with personal login details and passwords. These will be disabled for email use
- Parents will be offered training and support in the use of the school's online platforms

Data protection

The school will ensure any use of online learning tools, apps and systems is in line with privacy and data protection/GDPR requirements

Safeguarding Protocols

Online teaching should follow the same principles as set out in the Trust's Code of Conduct and Teacher Standards

It is important that all staff who interact with pupils, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and COVID-19 Addendum, and where appropriate referrals should still be made to children's social care and as required, the police. Members of the Designated Safeguarding Team, along with senior leaders, will oversee and monitor online teaching. If any concerns or untoward incidents arise during a live lesson, the teacher will stop the lesson immediately and take any necessary actions.

The following will apply when delivering remote learning from home:

- Teachers and Teaching Assistants will be available for teaching during their normal working hours
- The teaching assistant attending a live lesson will take an attendance record and submit it to the school office straight after the live lesson has finished
- Staff should record, the length, time, date and attendance of any sessions held
- Staff and pupils must wear suitable clothing
- Teachers should only use devices used in appropriate areas (e.g. not in bedrooms) and the background should be appropriate
- Staff should not engage in personal dialogue as part of feedback or requests from pupils or parents
- Two members of staff should be present during virtual lessons to ensure safeguarding of all parties
- The live class should be recorded for easy Cloud access at a future date and time for those pupils unable to attend and for safeguarding reasons and subsequently added to the Google Classroom
- Streaming of live lessons can take place from school for those pupils working from home
- Both members of staff must "join" the meeting 10 minutes before the start of the lesson for safeguarding of all parties. However, the additional adult must not join until the host has advised them that the Google Meet is live
- The live lesson will be set up using a "nickname" for access by pupils to prohibit early entry and/or re-joining after the staff have finished and left the 'Meet'. These will be shared via text message on ScholarPack no earlier than 10 minutes before the lesson
- At the end of the lesson, all children must leave the Google Meet. Any children who are not responding and remaining in the Google Meet can be removed by the host.
- Once the host and the additional adult have completed their debrief, the additional adult must leave first. The host should wait for 1 minute before ending the Google Meet. This is to ensure that the host ending the Google Meet has terminated the session to ensure children are unable to rejoin
- Language must be professional and appropriate, including any pupils' family members who are present
- Live classes should be kept to a reasonable length of time and include at least two live lessons a day
- Guided group sessions can be used after the live lesson to provide additional support for children. This may be to challenge more able children or to guide children identified as needing further support
- Virtual lessons will be identified on the weekly timetable which will be uploaded on the Google Classroom each Friday so that parents and pupils are aware in advance
- Virtual lessons will be presented to whole class or groups of children only (no 1:1 teaching)
- Staff to maintain regular and targeted questioning of all children throughout the lesson
- Staff to have cameras on when necessary during the live lesson (introduction, plenaries and at the end). Some lessons e.g. EAL or the Core Skills Group may need cameras on more regularly to support the lesson content

- Cameras off and microphones on mute for pupils. Teachers to ask individuals to unmute in order to answer questions and give feedback (EAL and Core Skills Group may require cameras and mics on more regularly to support lesson content e.g. use of Makaton)
- Classwork and prep that can be handed in online will be set through the Google Classroom and marked online
- Jamboards may be used within lessons as an effective tool for engagement and AfL. Where Jamboards are used in class sessions, they should be disabled for editor access immediately after the task has ended. Jamboards should never have editor access for an entire class unless in a live lesson

Well-being

- Staff will remind children to take regular screen breaks
- Opportunities to discuss well-being with children would be provided via virtual circle times, check-ins and on an ad hoc basis
- 'A Way to a Healthy Me' is timetabled into the day from Tuesday to Friday as a way of providing less screen time and opportunities for children to develop other skills to support their well-being
- 'Time to Talk' timetabled for every Friday afternoon
- Pupils to upload work by 4pm
- No teacher marking required after 5pm

Links with other policies

- Behaviour Policy, with Addendum
- Safeguarding and Child Protection Policy, with Addendum
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Staff Code of Conduct

Teacher and Teaching Assistant Expectations and Guidelines

Tier 1 - Remote Learning for Individuals

Teachers will schedule daily activities that correspond as closely as possible to curriculum work being delivered in class

Each day this should comprise of:

1. A Maths assignment **and** TTRockstars - MyMaths where possible
2. An English assignment (with an additional self-led reading lesson for Year 6 children only)
3. A foundation or science assignment

Staff should monitor the digital platforms daily and provide feedback where appropriate

Tier 2 - Remote Learning for Partial Closure and Tier 3 – Remote Learning for Full closure

Weekly

- **Tasks to be set via Google Classroom as the only remote learning platform**
- Tasks to be set weekly by the year group team
- Each year group class must contain the same work
- Draft planning, including the weekly timetable should be uploaded to Google Classroom every Thursday by 4pm
- This gives your team (including Curriculum Leaders and SLT) enough time to look through the tasks
- The work for Monday and the weekly timetable should be scheduled/assigned by the class teacher to go live on Sunday at 5pm

Daily

- Each set of daily tasks should be assigned to the classroom the evening before by 5pm at the latest. This includes any answers you have that go with the work e.g. arithmetic answers, where immediate feedback or marking is not provided on the digital platform

Teaching expectations

- There should be tasks set for each day, but of varying length
- There should be one virtual live core lesson (taught as the first lesson) and one virtual live foundation (taught in the afternoon) per day. The afternoon lesson should include a check-in with children with reminders regarding the deadline for assignments and ways to support their well-being
- Further virtual live lessons can cover other curriculum areas or theme days (not subject specific)
- One guided group per day - about 20 minutes (feedback, teaching for those who may need extra support)

Task organisation

- Name tasks as w/b____, Subject, Day e.g. w/b 28.9.20, Maths, Monday and include when the task is due
- Tasks should not require a high level of support and allow pupils to complete as much as they can independently
- Differentiated work should be provided to those who cannot access the class work set (working well below ARE)
- Consider the resources that families will have (and not have) at home
- Tasks should not require a printer or additional resources that cannot be accessed electronically
- Consider the range of documents you wish to add to your Classroom to support home learning (PDFs, PowerPoints, Jamboard, Google Form quizzes etc. as an assignment and YouTube videos - as a direct link via the Google Classroom assignment and where possible, videos should be uploaded/embedded as a file rather than a link)
- Google docs, slides or sheets allow children to complete work electronically and then upload for handing in
- When uploading work, explain what the children need to do and save the file as 'w/b...'
- Each Google Classroom should be organised by 'topic' (subjects). These should be ordered with English, Maths and Science followed by foundation subjects in alphabetical order. The timetable for that week will remain at the top of the classwork stream
- After each half term, all topics will be archived by adding 'term x 202x' to the topic name. For example, English - Spring 1 2021

Individual Support/Feedback

- At least one piece of work per child per day must receive a comment
- Feedback can take a range of formats including written moving on comments and verbal feedback via audio recorders such as Mote
- Consider adding additional feedback in line with the school's guidelines, where a piece of work warrants a longer response/feedback
- Ensure comments are positive, encouraging and motivational
- When a child uploads a completed piece of work to the digital platform, they may add a question or message
- Alert the Parent Support Adviser/SLT if you have any pupils who have not engaged with any of the tasks during the week. This will need monitoring

General Support/Feedback (Class Stream)

Every morning (Monday-Friday) a daily comment should be shared with the class through the class stream. This could include any of the following as examples:

- Good Morning! I have enjoyed reading all of your work, keep it coming!
- A quote for the day

Families without IT support

- All children will be provided with a Google Chromebook
- Families with limited or no internet access will be offered enhanced mobile data via the DfE scheme with selected network providers. 4G routers will be provided for any families without Wi-Fi that are also unable to access the internet without mobile data
- In the event of children being unable to access work electronically, hard copy packs will be made available. These will be created by the Thursday afternoon of each week, by teachers, using the Google Classroom plans/resources
- They will be printed/posted by admin staff on Fridays

Appendix A

Keeping devices secure

All staff members will take appropriate steps to ensure their work devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected (strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing anti-virus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates