

Ashtree Primary School & Nursery

Remote Learning Policy

Remote Learning Lead: Mrs M Janes

The policy was last reviewed and agreed by the Governing Body on 02.11.20.

It is due for review in the Autumn Term 2021.

Date: 20/09/20 updated 02/02/21

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Provide alternatives to those who are unable to access online resources.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. through government schemes.

If an isolating member of staff responsible for remote learning becomes unwell they should notify the school in the usual way. Another isolating member of staff or a member of staff still in school will then need to take over the remote learning.

Pupils will be provided with remote learning when they are isolating as set out in the government's Covid-19 advice. Work will not be provided for pupils who are unwell or absent from school for other reasons. For those pupils accessing ESMA support, staff will continue to liaise with tutors.

Communication between school and isolating staff: Isolating staff will be expected to access their emails and be contactable by phone during school hours unless unwell themselves.

Where remote learning is in place for a full local or national lockdown lasting longer than 14 days, the volume and content of the work being delivered will be monitored by the class teachers and SLT. This will be reviewed regularly and in line with government guidance being updated.

All text in italics is from the DFE Guidance for full opening: schools December 2020 or Restricting attendance during the national lockdown: schools January 2021.

All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day.

The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school aged children whose attendance would be contrary to government guidance or law around coronavirus.

Curriculum planning for remote learning

In developing their remote education, we expect schools to:

- *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*
- *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 schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

When an individual in the class has been confirmed as isolating, due to difficulty in accessing tests or a confirmed positive case within the household, the class teacher will email a pre-prepared pack of work linked to the half term's planned curriculum. This will contain links to Oak Academy and the teacher's own worksheets and activities. In the event of individuals isolating then homework will be sent out to the whole class as usual.

Where the whole bubble is isolating along with the school staff from that bubble, a schedule of work will be delivered to include daily Maths and Literacy along with work relating to the foundation subjects already planned for that 14-day period.

At Ashtree School we will predominantly use Google Meets, Google Drive, Purple Mash, Oak Academy and BBC resources.

Staff may teach through 'real time' contact, video sessions, google meets in presentation mode or by directing parents to specific sessions on Oak Academy or the BBC. Other worksheets and activities can be used to consolidate the video session but should not constitute the bulk of the remote learning.

Teachers may use resources from the DFE's approved list
<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

The arrangements for any 'real time contact' for teaching input or feedback, e.g. Google Meets, class blogs via Purple Mash will be communicated via the class email in the form of a timetable each week (where the live sessions are regular and times set) and kept to a reasonable length of no more than 30 minutes per session. Where an additional session is provided as a one off meeting, staff will inform the parents with a day's notice.

Staff will provide alternatives to those who are unable to access online resources. Work sent should have a minimum amount of printable resources for the parent, where print outs are needed these should be prepared at school and delivered to the home or picked up by an agreed non-isolating adult from another household.

All email contact will be sent via the dedicated YxParents@ email and only sent to the parent or carer of the child not directly to a child's email address.

The SENDCo and member of staff supporting the bubble with SEND will work with the class teacher to ensure that all pupils are able to access the curriculum.

The SENDCo is responsible should make all reasonable endeavors in ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and for liaising with the class teacher and other organisations as appropriate. The SENDCo is responsible for ensuring that parents are informed and updated on changes to procedures during a full extended lockdown.

All plans and content will be saved to the teacher drive to allow continuous provision in the case of the isolating teacher becoming unwell.

Teaching and delivery during remote learning

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:*
 - *KS1 3 hours a day, on average, across the school cohort with less for younger children*
 - *KS2 4 hours a day*
- *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*
- *including daily contact with teachers*
- *providing opportunities for interactivity, including questioning, eliciting and reflective discussion*
- *providing scaffolded practice and opportunities to apply new knowledge*
- *enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate*
- *using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge*
- *avoiding an over-reliance on long-term projects or internet research activities*

Work sent home during isolation should have elements of differentiation and be linked to the planned content for the year group and those still in school.

'Frequent, clear explanations' may be delivered by pre-recorded video, Purple Mash, Google Meets, Oak Academy, BBC resources or through individual feedback.

Where the whole bubble is isolating along with the staff then feedback should take place daily for all pupils – this can be delivered in a range of ways including written feedback, verbal feedback in any real time contact or through future work set. Verbal feedback may be given to an individual, group or whole class. This can be by any member of the bubble in line with their usual role and responsibilities in school.

Where individuals are isolating regular email and online feedback should be given with a minimum of one Maths and one Literacy feedback back being given each week.

Food provision

The school will signpost parents via parent mail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making packed lunches or food parcels available for delivery or collection by an agreed non-isolating adult.

E-safety and Safeguarding

Staff and pupils delivering or accessing remote learning will be expected to follow usual safeguarding and e-safety guidance.

All staff and pupils using **video** communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record or store onto your own device, the real time contact should be recorded through Google Meet. You must sign into Google Meet via Google Classroom so the real time session can be recorded. This recording will be stored in the user's Google Drive so that if any issues were to arise, the video can be reviewed. Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

- Staff must only use platforms provided by Ashtree School to communicate with pupils
- Prior to commencing a video lesson, staff should send out the Google Meet Parent Code of Conduct. This is saved on the server under:
Teacher>AAAakeep>Computing>Google Support>Parent Support

All staff and pupils using **audio** communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record or store onto your own device, the real time session should be recorded through Google Meet. You must sign into Google Meet via Google Classroom so the real time class can be recorded. This recording will be stored in the user's Google Drive so that if any issues were to arise, the video can be reviewed.
- The real time contact session should be recorded onto the server, so that if any issues were to arise, the video can be reviewed
- Ensure they have a stable connection to avoid disruption to lessons. Where staff are unable to do this they should log into the remote server to use the school's connection.
- Always remain aware that they can be heard.
- Staff must only use platforms provided by Ashtree School to communicate with pupils

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO and should always be recorded to ensure safeguarding practice.

Pupils not using devices or software as intended will be sanctioned in line with the Behaviour Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils or relevant agencies will be made using school phones where possible.

All contact with vulnerable pupils will be recorded on the CP drive (communication log) and suitably stored in line with the Data Protection Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

Vulnerable pupils will be provided with a means of contacting the DSL, DDSL, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

Where the whole bubble is isolating CP or wellbeing concerns will be communicated to the class teacher in the usual way. CPOMS or email where appropriate.

All members of staff will report any safeguarding or wellbeing concerns to the DSL/ DDSL immediately. Staff should phone the school to speak to a DSL or DDSL and record their concerns on CPOMS.

Pupils and their parents will be encouraged to contact the DSL/DDSLS if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns

Parents to be encouraged to contact Mrs Janes (mental health lead) by telephone or email with any wellbeing concerns.

Returning to school

The headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school.

The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

Appendix 1

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If pupils are in school when a bubble is closed staff will send them home with as much pre-prepared paper based work as possible in the time available. An email from the dedicated year group email will be sent the next morning with details of that day's work. Where staff are available to drop off paper based work for further work this will be done by the end of the second day.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects where practical work is the main form of teaching e.g. EYFS, Science etc.
- Where the whole bubble is isolating along with the school staff from that bubble, a schedule of work will be delivered to include daily Maths and Literacy along with work relating to the foundation subjects already planned for that 14-day period.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	EYFS: 2-3 hours
	KS1 3 hours

	KS2 4 hours
This could be in the form of real time contact, videos by teachers, videos sourced elsewhere e.g. Joe Wicks, Oak Academy, independent work by pupils, daily reading or feedback.	

Accessing remote education

How will my child access any online remote education you are providing?

At Ashtree School we will predominantly use Google Meets, Google Drive, Purple Mash, Oak Academy and BBC Bitesize resources.

Work may also be sent directly from the dedicated year group email.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- The school will provide Google Chromebooks on a loan agreement. Chromebooks are issued to families using the criteria outlined in the Governments document, *Get laptops for children who cannot attend school due to coronavirus (Covid-19)*.
<https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19#how-device-allocations-have-been-decided>
- The school will order and loan a limited number of devices that enable an internet connection (for example, routers or dongles), using the same criteria as set out in the document, *Get laptops for children who cannot attend school due to coronavirus (Covid-19)*.
- Where pupils have been allocated a device, they must sign the document, **Acceptable Use Agreement: Learners borrowing laptops.**
- Where staffing allows, printed materials can be dropped off or picked up from school where parents pre arrange this. Please email your teacher via the dedicated year group email address if this is something that you require.
- Where pupils do not have access to online methods of working then photos of the work can be emailed to the dedicated year group email or paper based work can be brought into school when the child returns.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Staff may teach through real time contact, video sessions, google meets in presentation mode or by directing parents to specific sessions on Oak Academy or Bitesize. Other worksheets and activities can be used to consolidate the video lessons but should not constitute the bulk of the remote learning.

- Real time contact will be for feedback to specific children, social interaction e.g. show and tell, welfare phone calls and supporting pupil's misconceptions in learning. This may be by google meets, google classroom feed, telephone or Purple Mash blog.
- The arrangements for any real time contact using google meets, google classroom feed or Purple Mash blog, will be communicated via the class email no later than two days before the allotted time and kept to a reasonable length of no more than 30 minutes per session.
- Teachers may use resources from the DFE's approved list <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- All children should engage with some element of remote learning.
- All children should read daily using books or digital reading content e.g. borrow box
- Work completed should be returned to the dedicated year group email. Where this work is on paper this can be through emailed photos.
- Where family circumstances mean that engagement is a problem then we would expect that this is communicated with the dedicated year group email or the school is contacted directly to allow us to support you.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Where staffing levels allow, work will be checked daily.
- All email contact will be sent via the dedicated YxParents@ email and only sent to the parent or carer of the child not directly to a child's email address.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via

digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Where the whole bubble is isolating along with the staff then feedback should take place daily for all pupils – this can be delivered in a range of ways including written feedback, verbal feedback in any real time contact or through future work set. Verbal feedback may be given to an individual, group or whole class.
- Where individuals are isolating regular email and online feedback should be given with a

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to 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 SENDCo and member of staff supporting the bubble with SEND will work with the class teacher to ensure that all pupils are able to access the curriculum.
- The SENDCo is responsible should make all reasonable endeavors in ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and for liaising with the class teacher and other organisations as appropriate. The SENDCo is responsible for ensuring that parents are informed and updated on changes to procedures during a full extended lockdown.
- Where appropriate individualized work packs will be emailed or delivered to SEND pupils

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Appendix 2

T:\AAAAA KEEP\Policies

- Child protection policy with Appendix 5 and 6
- e-Safety and Data Security Policy
- Responsible use of School Laptops & Computing Hardware Policy

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL

<https://swgfl.org.uk/resources/safe-remote-learning/>

- online safety and safeguarding, published by LGfL, which covers safe remote learning

<https://www.lgfl.net/online-safety/default.aspx>

- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely

<https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations>

- safeguarding and remote education during coronavirus (COVID-19)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

- annex C of keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix 3

Taken from Supporting your children's remote education during coronavirus (COVID-19)

Supporting your child during remote education

Parents and carers should not feel that they need to set work for their child.

However, the resources below can help you plan your child's days during this period. These resources may also be useful for pupils and students to use alongside the work provided by their school or college.

- [Place2Be](#)
- [MindEd](#)
- [Every Mind Matters](#)
- [Public Health England](#)
- [Child Bereavement UK](#) and the [Childhood Bereavement Network](#)
- [Youth Sport Trust](#) and [Sport England](#)
- [Young Minds](#)
- [Think Ninja](#)
- [Barnardo's See, Hear, Respond Support Hub](#)

Young people can get free, confidential support at any time from government-backed voluntary and community sector organisations by:

texting SHOUT to 85258

calling Childline on 0800 1111

calling the Mix on 0808 808 4994

Resources for parents of children with SEND

We have worked with a range of other organisations to create extra resources for parents of children with SEND:

- [COVID-19 educational resources](#) from The Sensory Projects
- [SEND-specific resources for learning from home](#) from Tech Ability
- [advice on supporting children with a learning disability or autistic spectrum disorder \(ASD\)](#) from the Council for Disabled Children
- [resources for under 5s](#) from the Early Years Alliance

Curriculum materials are also available:

- [specialist content for pupils with SEND](#) from Oak National Academy
- [SEND-specific BBC resources and activities](#)
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Additional educational resources

Your child's school or college may suggest resources on their website.

The following examples are used by many schools and teachers, but parents may find them useful too:

- [Oak National Academy](#), including their [Virtual School Library](#)
- [BBC Bitesize Daily](#)
- [LendED platform](#)
- [Isaac Physics](#)