

Remote Learning Strategy for Staff



Policy Updated: January 2021
Future Review: Ongoing

Nurture ~ Believe ~ Discover ~ Achieve

OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

Woodstock CE Primary School will be a centre for learning where adults and children:

- ✓ **Nurture** and prioritise wellbeing and development.
- ✓ **Believe** in themselves and in each other.
- ✓ **Discover** their own strengths and become successful lifelong learners.
- ✓ **Achieve** more than they ever thought possible.

OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11

DfE Context: Remote Education Support

DfE September 2020: Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- 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 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 (if a family is self-isolating, these may need delivering to the child's home)
- 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

When teaching pupils remotely, we expect schools to:

- Set assignments so that pupils have meaningful and ambitious work each day in several 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

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. The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils, and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Our Aims

This is an adaptable Remote Learning Strategy for staff which aims to clarify expectations and safeguards for any staff who are required to provide remote working. In-line with advice and guidance from the DFE, classroom work will be planned with remote learning in mind, so that if the occasion arises due to any children requiring to self-isolate, a high-quality remote learning provision that mirrors in-school learning can be easily implemented. Work available might include tasks that can be completed both online and offline and takes into account the class teachers knowledge of the children's ability; live sessions via Google Meet - as well as our knowledge that not every child will have access to technology at this time. We also, recognise that parents cannot be expected to become teachers, particularly when many have their own work to undertake.

This remote Learning Policy for staff aims to:

- ☆ Ensure consistency in the approach to remote learning for pupils who are not in school
- ☆ Set out expectations for all members of the school community with regards to remote learning
- ☆ Provide appropriate guidelines for data protection
- ☆ Ensure pupils unable to attend school remain fully included within the school community
- ☆ Continue to ensure that every child receives the best education the school can provide them
- ☆ Ensure that remote education is integrated into the curriculum, so that it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown

Roles & Responsibilities

Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- ☆ Co-ordinating the remote learning approach across the school
- ☆ Monitoring the effectiveness of remote learning including:
 - Ensuring work that goes out to parents contains high levels of grammar and punctuation as well as appropriateness of work
 - Monitoring emails and feedback from parents regarding home learning and responding as appropriate
 - Ensuring that the home learning links on the website are updated and reflect current guidance
- ☆ Monitoring the security of remote learning systems, including data protection and safeguarding considerations (with support from 123ICT Technical Team)
- ☆ Ensuring that all pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity. All queries regarding SEND pupils or pupils in receipt of Pupil Premium should be addressed to our Inclusion Lead, Anne Hipwell.
- ☆ If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership Team will take direct responsibility for coordinating the appropriate approach to take, including working with phase groups to plan continuous provision.

Designated Safeguarding Lead

The DSL is responsible for:

- ☆ Ensuring that all within the school follow our school's Child Protection and Safeguarding Policy, including any updates
- ☆ Ensuring that all staff have read the updated policy and aware of the implications of home learning.
- ☆ Safeguarding concerns, including those related to Remote Learning. Please refer to our school's Child Protection and Safeguarding Policy.

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

Teachers

In the event of pupil absence due to self-isolation; class/phase closure; or school closure due to local lockdown, high-quality curriculum provision that mirrors in-school planned learning via the Google Classroom must be available daily. This should take the form of a minimum of three key tasks: English, Maths and one other; and will include 'live remote sessions'. Google Classroom Expectation Guidance can be found at the end of this document.

When providing remote learning, teachers are responsible for:

Setting Work:

- ☆ Setting high-quality, appropriate work for the class/phase as well as providing a tailored home-learning package for any children in receipt of an EHCP
- ☆ Ensuring that there is a range of work set to include reading, writing, maths as well as a range of foundation subjects that pupils can choose from to extend their learning
- ☆ Work is set via the Google Classroom. This should be coordinated within the phase so that a consistent approach is achieved. Equity of provision is paramount – no child should be disadvantaged in any way. It may be necessary to provide paper copies to identified families.
- ☆ The amount of work that should be provided daily is a minimum of one Maths and English lesson, plus another subject area within the Foundation Subjects. It may be necessary to include additional sessions to ensure daily phonics continues within Early Years and Key Stage 1.
- ☆ Teachers can supplement their daily provision with resources identified by the DfE; these include Oak National Academy, White Rose Maths and BBC Bitesize, as well as other resources identified by the school.

Providing Pupil Feedback:

- ☆ Pupils are expected to submit any work via the Google Classroom. This can be a photograph or scan of their work.
- ☆ All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate.

Keeping in Touch with Pupils who are not in School and their Parents:

- ☆ Children and their parents can communicate with class teachers via the Google Classroom. If any urgent issues arise, communication should be through the school office so that teachers can be alerted at the soonest possible point.
- ☆ Teachers will make regular contact with pupils who are remote learning – this will be through daily live meets
- ☆ In the case of a national or local lockdown, teachers will communicate with pupils via Google Classroom, including through live meets. Any concerns should be recorded, and the HT alerted (SLT member if unable to contact the HT).
- ☆ In the event of a self/class bubble isolation, communication will be via Google Classroom. If there has been no communication from either a parent or child by day 3 of lockdown/self-isolation period starting, class teacher or SLT member will call parents/pupils on day 4.
- ☆ Vulnerable pupils will be called weekly: CP/EHCP/identified pupils, this will be done by SENCO/DSL/PP Champion.
- ☆ Communications via Google Classroom received from parents and pupils are to be checked between 8.45am and 3.30pm on designated working days, Mon- Fri. Teachers should respond to pupil/parent emails within 48 working hours.

Attending Virtual Meetings with Staff and External Agencies, Parents, and Pupils:

- ☆ Dress Code: All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are always maintained.
- ☆ When attending professional meetings, staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location (not in bed), and that conversations are in a suitably private area where they cannot be overheard.

Teaching Assistants

Teaching assistants are responsible for:

- ☆ Providing support for pupils who are learning remotely, guided by the class teacher. This could include:
 - Contacting identified children and their families once a week, to 'check in' with them and offer support
 - Small group directed interventions, for example, phonics, maths, pre-teaching
 - Providing Google Classroom feedback to children for submitted work

Attending Virtual Meetings with Staff and External Agencies, Parents, and Pupils:

- ☆ Guidance as for Teachers (see above)

Pupils and Parents

Staff can expect pupils to:

- ☆ Seek help if they need it, from teachers or teaching assistants through the Google Classroom. Urgent matters can go through the school office email office@woodstock.oxon.sch.uk

Staff can Expect Parents to:

- ☆ Make the school aware if their child is poorly, particularly if the child was due to come into school
- ☆ Make the school aware if there are any changes to the welfare or circumstances of the child or family that the school need to be aware of
- ☆ Be respectful when making any complaints or concerns known to staff
- ☆ Seek help from the school if they need it with regards to work or any other support. There is a wealth of information on the school website including information about Online-Safety and Mental Health & Wellbeing.

Other Resources for Early Help include:

- ☆ Family Support
- ☆ Access to food bank vouchers
- ☆ Advice with family circumstances.
- ☆ Referrals to other agencies

School will ensure that parents are kept updated with the DFE guidance and advice for supporting remote learning.

Governors

Governors at our school are responsible for:

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

Who to Contact?

If staff have any questions or concerns, they should contact the following individuals:

- ☆ Issues in setting work: Staff should liaise with colleagues in the first instance. If this cannot be resolved, discuss matters with the SLT. In the case of children with SEND or in receipt of Pupil Premium, queries should be addressed to the Inclusion Lead, Anne Hipwell
- ☆ Issues with Behaviour: Staff should address concerns to the Senior Leadership Team
- ☆ Issues with their own Workload or Wellbeing: Staff should address their concerns to the Headteacher
- ☆ Concerns about Data Protection: Staff should address their concerns to the Headteacher
- ☆ Concerns about Safeguarding: Staff should address their concerns to the Designated Safeguarding Lead (Headteacher) or the Deputy Designated Safeguarding Lead (DHT/AHT)
- ☆ Concerns about Online Safety: Staff should address their concerns to the Headteacher or Deputy Headteacher
- ☆ Issues with IT: Contact Colin directly 123ICT colin.paice@123ict.co.uk

Data Protection

Accessing Personal Data

When accessing personal data, all staff members will:

- ☆ Ensure that they access data from known sources SCOMIS
- ☆ Where staff need access to personal data they must comply with Data Protection policies and ensure that the data is being accessed in a safe environment and is not being left around to be viewed by people who are not allowed to look at this sensitive data.
- ☆ Staff should only access personal data on their school laptop or iPad.

Sharing Personal Data

- ☆ Staff members may need to collect and/or share personal data such as [such as names, dates of birth and email addresses] as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.
- ☆ While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Keeping Devices Secure

All staff members will take appropriate steps to ensure their 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. Use of One Drive is our school's recommended cloud-based storage.
- ☆ Making sure the device locks if left inactive
- ☆ Not sharing the device among family or friends
- ☆ Installing antivirus and anti-spyware software (123ICT lead this)
- ☆ Keeping operating systems up to date: always install the latest updates

Please contact Richard Graham (SBM) or Colin Paice if you require any support with your device.

Safeguarding

Please refer to our school's Child Protection and Safeguarding Policy. Further DfE Guidance can be found here: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Monitoring Arrangements

This strategy will be reviewed regularly and will reflect guidance provided by the DfE for Remote Learning.

Links with other Policies & Guidance

This Strategy is linked to our:

- ☆ Child Protection & Safeguarding Policy
- ☆ Behaviour Policy
- ☆ Data Protection Policy and Privacy Notices
- ☆ ICT and Internet Acceptable Use Policy
- ☆ Online Safety Policy
- ☆ Staff Code of Conduct

Expectations of Google Classroom

The following strategy will take effect for the following reasons:

- ☆ A child is absent from school due to self-isolation
- ☆ Multiple children across a class/phase are absent from school due to self-isolation
- ☆ Phase/School closure due to Covid-19
- ☆ Staff member self-isolation at home, but is well



Scenario 1:

A child or multiple children are absent from school due to self-isolation

Day 1 of Absence: School Informed by morning registration

AM	PM
<ul style="list-style-type: none"> ☆ Office to advise class teachers of any pupils self-isolating or awaiting testing; this should be a phase list of the child's name, year group and class. Any further information of length of isolation should be passed to the class teacher so that they are aware of how long the remote learning provision for that child should be available for. ☆ Office should advise parents that they should access the following platforms for learning for the morning, giving class teachers time to organise remote learning work ready for the afternoon. <ul style="list-style-type: none"> ○ Mathletics ○ Timestables Rockstars ○ BBC Bitesize ○ Oak National Academy ☆ Teachers should identify any children with additional needs, and plan provision accordingly. ☆ Teachers should identify one English, one Maths and at least one other subject area that can be uploaded to the Google Classroom and be available by 1pm. Work should mirror what is being taught in the classroom. ☆ Teachers should add identified children to the Remote Learning Communication Classroom so that Google Meets can take place from Day 2. <p><i>*If children are absent from one class, it is the responsibility to lead remote learning meets for those children. If multiple children are absent from across the classes, the phase should agree who will take on remote learning roles & responsibilities.</i></p>	<ul style="list-style-type: none"> ☆ Ensure a minimum of three school-directed curriculum activities are made available and assigned to any identified children with clear and simple instructions for completion – these should be devised for children to access and learn independently. ☆ Invite identified children to the Phase Remote Learning Communication Google Classroom so that children can join a meet the next day. ☆ Agree, as a phase, appropriate times for when one morning check-in, one afternoon check-in can take place and who will do this. <ul style="list-style-type: none"> ○ If children in just one class are absent, then this is the responsibility of someone within the class (teacher/TA) ○ If there are multiple children across the classes, agree as a phase who will take responsibility for this. ○ Check-ins at this stage should be for approximately no more than 10 minutes. For example, AM – morning register and review of the day. PM – straight after school to check how their day has gone and any questions about the work set and completed. ☆ At the end of Day 1, identify work, roles, and responsibilities for Day 2. Agree format for Day 2 including which work will be set, and who will run check-ins and times. Consider how any staff absence might be covered within the phase. Seek SLT advice if you feel appropriate. ☆ Share check-in times with children via Google Classroom to ensure they are available on Day 2.

Day 2 of Absence

AM	PM
<ul style="list-style-type: none"> ☆ Directed learning tasks available on the Google Classroom by the latest 9am. You can agree as a phase how this might work. For example, one person may take responsibility for uploading maths daily, <ul style="list-style-type: none"> ○ English ○ Maths ○ Other subjects 	<ul style="list-style-type: none"> ☆ End of day review check-in with children at agreed time. This should take the form of how the day has gone; how were the activities; and questions or uncertainties? ☆ At the end of Day 2, identify work, roles, and responsibilities for days ahead. Agree format for the day, reviewing how day 1 and 2 have gone.

<ul style="list-style-type: none"> ○ Other school subscribed activities (TT Rockstars, Mathletics, Oxford Owl etc) ○ Signposts to supplementary external remote learning resources that support the work of in-class (Oak National Academy, Bitesize, White Rose etc) <ul style="list-style-type: none"> ☆ Carry out class/phase check-in with absent children at the start of the school day (at the agreed time). This should also include a summary of activities. ☆ If a new concept is being introduced, an additional meet should be planned to run a short-taught session. (individual class teacher is children absent in one class; or shared responsibility across phase if multiple children absent.) ☆ Agree as a phase how feedback could be given and by who – this could be by a TA if appropriate. 	<ul style="list-style-type: none"> ☆ Plan and resource ongoing learning for absent children including which work will be set, and who will run check-ins and times.
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Scenario 2:

Multiple children across a class/phase are absent from school due to self-isolation

- ☆ As for **Scenario 1**, but with a 'Phase shared approach'
- ☆ Phase to agree approach to feedback to children for work submitted to the Google Classroom, especially in the case of any staff absent due to illness. Phases to agree cover. Liaise with SLT if required.
- ☆ If staff are absent due to self-isolation, but not unwell, they should be available for running the Google Classroom at home between 9am and 3.10pm.

Scenario 3:

Class/Phase/School closure due to Covid-19

- ☆ Staff are asked to follow principles of **Scenario 1**.
- ☆ Communication via ParentMail regarding class/phase/school closures will be led by Senior Leaders about our school's approach to Remote Learning
- ☆ Children will access their learning via their own Google Classroom. The Phase Remote Learning Communication Classroom should be used for all Google Meets (check-ins throughout the day)
- ☆ Live teaching and learning sessions should be run within your own Google Classroom or the Remote Learning Communication Classroom depending on phase agreed approach. For example, one person leads the daily maths lesson, one English and someone else another subject – to ensure children have access to high-quality teaching. This could take the form of a 10-minute intro, children then go off to have a go at an activity and then come back together at an agreed time to review the learning of that session in a plenary form.
- ☆ Additional workshops/activities could be planned into the day to support specific learning needs. This could involve the class TA across the phase.
- ☆ Raise any concerns to Headteacher or SLT if you have any concerns about any child. This should include lack of remote learning engagement.

Scenario 4:

Class teacher is well, but circumstances result in self-isolation at home

- ☆ Class TA to support as usual in the classroom. It may be necessary to deploy an additional TA to support within the classroom or ask if a TA can stay for the whole day. Depending on the work in class, TAs may be required to lead some aspects of the day e.g. teaching and learning that cannot take place effectively via remote teaching.

- ☆ Class teacher to be available for drop-in remote-learning sessions throughout the day (ideally from 9.00am – 3pm). We appreciate that every person's home circumstances will vary, and therefore appreciate that timings and availability may require alternative arrangements and flexibility.
- ☆ Class register, via SCOMIS to be taken by the class teacher (TA supporting in the class does not have access to SCOMIS to do this). This helps to identify children who are present. If this is not possible, the TA will need to complete a paper register and Pip in the office will complete the register on their behalf.
- ☆ Class teacher to liaise with phase team about how best to support the TA and work within class (this could be copying correct resources, ensuring a laptop is available and set up in the class).
- ☆ Class teachers should introduce each of the key lessons throughout the day; and return to the lesson at the end to review the children's learning.
- ☆ During independent work time, teachers can turn camera/volume off so that you can hear the class and are available if the children or TA have any questions.
- ☆ Daily teacher and pupil resources should be loaded to the Remote Learning Classroom for the phase to allow the TA to access all supporting materials. Remember, teachers should use the 'shared screen' function to support teaching within the classroom.

Remote Learning Guidance for Parents

Our Aims

The aims of this Remote Learning Guidance is to outline the measures that we will be implement in the event of a class, group, or individual is needed to self-isolate at home. We have carefully considered staff and parent feedback from the first lockdown period to ensure our future-plans for remote learning are well informed and takes into account statutory guidance from the Department for Education. You will appreciate that this guidance will be subject to change at any time to adapt to the circumstances and need of the school, the children, and staff.

We aim to:

- ☆ Ensure consistency in the approach we take to remote learning for children who are not in school
- ☆ Set out expectations for all members of the school community with regards to remote learning
- ☆ Provide appropriate guidelines for data protection
- ☆ Ensure children unable to attend school remain fully included within the school community
- ☆ Continue to ensure that every child receives the best education we can provide them
- ☆ Ensure that remote education is integrated into our curriculum, so that learning mirrors what is happening in the classroom.

Remote Learning Expectations



The following will take effect for the following reasons, and various scenarios have been considered for each.

- ☆ Your child is absent from school due to self-isolation
- ☆ Multiple children across a class/phase are absent from school due to self-isolation
- ☆ Phase/School closure due to Covid-19
- ☆ Staff member self-isolation at home, but is well

Scenario 1 & 2:	
<ul style="list-style-type: none"> • A child or multiple children are absent from school due to self-isolation • Multiple children across a class/phase are absent from school due to self-isolation 	
Day 1 of Absence: Parents inform school by morning registration	
AM	PM
<ul style="list-style-type: none"> ☆ The School Office will advise class teachers of any children self-isolating or awaiting testing. ☆ The School Office will advise that children should access the following platforms for learning for the morning, giving class teachers time to organise remote learning work ready for the afternoon. <ul style="list-style-type: none"> ○ Mathletics ○ Timestables Rockstars ○ BBC Bitesize ○ Oak National Academy 	<ul style="list-style-type: none"> ☆ Activities that mirror the learning of the classroom will be assigned to your child via the Google Classroom. There is a specific group that your child will be invited to join, a request to accept will be sent via the Google Classroom. All remote learning work will be accessed here for the duration your child is absent. ☆ If we are notified that your child is going to be away from school beyond day 1, the class teacher will organise a Google Meet session with your child for day 2.

Day 2 of Absence	
AM	PM
<ul style="list-style-type: none"> ☆ Directed learning tasks will be available on the Google Classroom by the latest 9am, and will include: <ul style="list-style-type: none"> ○ English ○ Maths ○ Other subjects ○ Other school subscribed activities (TT Rockstars, Mathletics, Oxford Owl etc) ○ Signposts to supplementary external remote learning resources that support the work of in-class (Oak National Academy, Bitesize, White Rose etc) ☆ A check-in with your child will take place at the agreed time in the morning. This will also include a summary of activities. ☆ If a new concept is being introduced, an additional meet will be planned to run a short-taught session. 	<ul style="list-style-type: none"> ☆ End of day review check-in with your child will take place at an agreed time. This will take the form of how the day has gone; how were the activities; and questions or uncertainties?

Scenario 3: Class/Phase/School closure due to Covid-19
<ul style="list-style-type: none"> ☆ Staff will follow principles of Scenario 1&2. ☆ You will receive Communication via ParentMail regarding class/phase/school closures our school's approach to Remote Learning ☆ Children will access their learning via their own Google Classroom. The Phase Remote Learning Communication Classroom should be used for all Google Meets (check-ins throughout the day) ☆ Live teaching and learning sessions will run within your child's own Google Classroom. This will take the form of teacher-led sessions and opportunities for your child to have a go independently at various tasks. This may vary class to class depending on the needs of individuals. ☆ Additional workshops or activities may need to be planned into the day to support specific learning needs. This could involve the class TA.

Scenario 4: Class teacher is well, but circumstances result in their self-isolation at home
<ul style="list-style-type: none"> ☆ The class teacher will teach remotely from home throughout the day to provide consistency and normality for the children. ☆ The class TA will continue to support learning as usual in the classroom. It may be necessary to us to deploy an additional TA from the phase bubble, depending on range of activities and learning needs.

We thank you for your support and patience during these unprecedented times. We have already experienced some of the scenarios listed and have adapted our approaches continuously to ensure the provision children are provided with is high-quality and maintains consistency. The children are adapting well to this new way of learning, which is evident in their positive engagement with homework activities.

If you have any further questions, please do get in touch.

Expectations of Google Classroom: National Lockdown January 2021

The following strategy will take effect due to National Lockdown and follows statutory DfE Remote Learning Guidance: (Refer also, as appropriate, to [Scenario 3](#) outlined in our Remote Learning Strategy).



We will ensure that our Remote Learning Provision will:

- ☆ Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
 - **Primary:** 3 hours a day, on average, across the school cohort
- ☆ Set assignments so that children have meaningful and ambitious work each day in a number of different subjects, and which mirror the curriculum outlined for the Spring Term theme in your phase. This should also include Our World, Collective Worship and opportunities for exercise. Where possible, ensure resourcing is made easy and activities require minimal adult intervention.
- ☆ Provide frequent, clear explanations of new content, delivered live, and which may also include high-quality curriculum resources or videos
- ☆ Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- ☆ Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide regular feedback using Google Classroom or whole-class feedback during live sessions where appropriate
- ☆ 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 children's understanding
- ☆ Consider ways in which TAs can be utilised to support home learning, including provision for SEND, PP and Catch Up.

Remote teaching could take place at home or within school; wherever you feel it appropriate to carry out most effectively. Whilst a rota for Key Workers and Vulnerable children is in place, you may decide to share workload across colleagues for 'live teacher' input, to meet the needs of your phase.

External Resources/Lessons:

- ☆ Check all activities and instructions can be carried out by the children with minimal support; ensuring activities do not suggest they talk to, or work with a partner/group etc.
- ☆ Always go into the class work area after you have assigned a task to check that all attachments and weblinks work and direct children to the correct place; PPTs work interactively; resources are appropriate for the children's ability.
- ☆ If using YouTube links, or other video websites, remember to assign this clip within the Google Classroom share format so that it removes adverts.

To ensure whole-school consistent approach, the following approximate timings should be adopted by each phase. Obviously, variations to this will be made to suit each phase, however, we do have to be seen to be providing equity across the whole school in terms of learning opportunities.

Morning Sessions	
9.00am	Morning Welcome with class teacher
9.10am	English Input, Independent Activities & Feedback
10.15am	BREAK
10.45am	Maths Input, Independent Activities & Feedback
12.00am	LUNCH

Afternoon Session	
1.00pm	Foundation Subject Input, Independent Activities & Feedback
2.00pm	Shared Reading of Class Text
2.20pm	Independent Activities, which may include Mathematics, Reading, Timestables Rockstars, Exercise time, Online learning activities to support in-class work.
3.00pm	End of day close

This timetable may not suit all parents working days; however, any activities can be shared on the Google Classroom for parents to access at another time.

Further information and Guidance regarding Remote Learning Can be found here:

- [DfE Remote Learning Best Practice Guidance](#)
- [DfE Teaching and Resources Guidance](#)
- [EEF Remote Learning Guidance and Support Materials](#)

Remote Learning Guidance for Parents



January 5, 2021

Dear Parents and Carers,

Following the Prime Minister's announcement last night that all schools will be closed with immediate effect, we have put together Remote Learning Guidance for parents to inform you of the provision your child will receive during this period of lockdown.

Children have access to their own named area of **Google Classroom**. There will be a range of resources, activities, communications and additional optional activities available for children to complete during this period of time which will mirror the curriculum planned for the Spring Term. Any online sessions (teacher input, feedback etc) will take place on **Google Meet**. You will be advised on how to access any online meets, but mostly will be through your child's Google Classroom with a code being shared to enable your child to access this. All children will be familiar with Google Classroom, not only from the previous lockdown, but more recently completing homework tasks during the Autumn Term. Online teaching will take various formats and be led by either your child's class teacher or a teacher within the phase; this may include live sessions to introduce a new concept or links to educational videos and resources. Teaching Assistants will also be working to support remote learning during this time. As part of these sessions, children will be asked to complete work off-screen, independently and return towards the end of a session for follow up. The following timetable outlines an example of what a school day might look like with approximate timings:

Morning Sessions	
9.00am	Morning Welcome with class teacher
9.10am	English Input, Independent Activities & Feedback
10.15am	BREAK
10.45am	Maths Input, Independent Activities & Feedback
12.00am	LUNCH

Afternoon Session	
1.00pm	Foundation Subject Input, Independent Activities & Feedback
2.00pm	Shared Reading of Class Text
2.20pm	Independent Activities, which may include Mathematics, Reading, Timestables Rockstars, Exercise time, Online learning activities to support in-class work.
3.00pm	End of day close

Remote Learning Details

Your child should have their login details because they have been using them to submit homework last term. Please contact us if you are unsure of what your child's login details are as soon as possible.

We understand that the children may be disappointed by not being able to come to school, especially not seeing their friends and joining in the activities however, our 'live' approach will hopefully ensure the children can feel more connected with their teacher and peers as it will allow them to be together and work together (virtually).

Google Classroom learning will begin from tomorrow morning for all classes at 9am, please check your child is able to login ahead of the session. It would also help if your child has their homework book, pencil, rubber, ruler (and any other equipment you feel they may require). If you do not have the appropriate resources, please do get in touch so we can help at the soonest possible time. We can make exercise books and stationery available to collect from school.

We will try to balance the amount the children are on screen with opportunities to go off to complete independent activities, as we recognise that too much screen time could be a concern. This improvement to our approach is new to us all and we appreciate your support and patience – of course we will continue to review our provision daily to identify what is working well and what changes might be needed. Please let the office know if you have difficulties accessing our Remote Learning.

Remote Learning Communication

All communications on your child's Google Classroom should be between children and their class teacher only please. If you would like to get in touch with your child's class teacher, please communicate by email via the school office. You will appreciate that staff will be working throughout the day not only to manage their remote learning classroom but could also be supporting Key Worker and Vulnerable children in school. As you will appreciate, some teachers are also managing their own home circumstances during this time, therefore we would ask for your patience in terms of when they will be able to respond to children, whether it is feedback to their work or a query they may have about their learning.

Pupils Use of Google Meet

Our Code of Conduct for Google Meet is as follows:

- When working remotely the same standard of behaviour as expected in school should be demonstrated by pupils.
- During 'live' meets pupils should be in a communal area of the home, supervised by a parent/carer, where possible; and fully dressed.
- Protocols should be agreed in advance to ensure that 'live' meets are effective e.g., microphones off unless the teacher requires them unmuted.
- Pupils should understand that any contribution they make to the live sessions should be sensible and appropriate
- Work submission deadlines will be set that allow families to access learning flexibly. Pupils should submit work online once they have completed it.
- Pupils should understand what to do if they have any concerns related to online safety.

We thank you for your support and patience during these unprecedented times. The children are adapting well to this new way of learning, which is evident in their positive engagement with homework activities.

Kind Regards