

# Colliers Green Church of England Primary School



## *Remote Learning Policy 2020*

This document sets out the Remote Learning Policy for Colliers Green Church of England, Voluntary Aided, Primary School. This plan sets out how we will operate within relevant legal and statutory frameworks and with reference to our core values of Aspiration, Resilience and Community.

### *Approval:*

On behalf of the School:

On behalf of the Governing  
Body:

Date:

Date:

Nicola Hirst

John Speller

Headteacher

Chair of Governors



## 1. Statement of School Philosophy

Our Christian Values, aspiration, resilience and community, underpin all that we do. We follow the National Curriculum and through the embodiment of our values, children develop the necessary skills and knowledge and experience a wide range of opportunities through our broad and enriched school and outdoor curriculum. Our curriculum and values develop children's character, encourage good mental health and enable them to live life in all its fullness now and in the future.

We continue to strive to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

## 2. Aims

The DfE [Guidance for full opening: schools](#) states that on schools' return in September 2020, parents have a duty to ensure their child attends school regularly. Furthermore, where a child is unable to attend school **because they are complying with clinical or public health advice** schools are expected to immediately offer that child access to remote education and the absence will not be penalised. All other children must attend school.

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who are not in school through use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Health and Well-Being and parent support
- Consider ongoing education for staff and parents (e.g. CPD for staff and learning hints and information for parents)
- Support effective communication between the school and families and support attendance

## 3. Who is this policy applicable to?

This Remote Education Policy applies to the following:

- A child (and their siblings if they are also attending Colliers Green) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Multiple bubbles or the whole school is not permitted to attend school because of a wider outbreak of Covid-19 in the school.

The provision of remote learning is not a requirement for those who do not fall into these categories including non Covid 19 related illness or absence. Remote learning is not an alternative to students' full time attendance at school.

Remote learning will only be shared with families when they are absent due to Covid related reasons and not to all at the start of week

## 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online digital platforms:
  - EYFS and KS1/KS2 - Google for Education; including Google Classroom, Meet, etc.
  - Staff - Google for Education; including Google Classroom, etc, KLZ and Zoom.
- Use of Recorded video (*or Live Video if used*) for daily registration/teacher 'keep in touch', instructional videos and Collective Worship
- Phone calls home
- Email and Study Bugs contact as required
- Printed learning packs and other physical materials such as story books and writing tools
- Third party content - currently, Timestable Rockstars, Numbots, BBC Bitesize, Oak Academy.

## 5. Home and School Partnership

- Colliers Green Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- Colliers Green Primary School will provide a refresher online training session and induction for parents on how to use Google Classroom as appropriate and where possible, provide personalised resources.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Colliers Green Primary School will encourage children to have a regular learning routine.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly and where possible using 'scheduling' on Google Classroom. . Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis, including providing access to technology.
- We would also encourage parents to encourage a healthy and balanced approach to screen time; using technology for learning and for leisure at a level appropriate to pupils age. This is especially true in the EYFS in regards to making time to play. "Children learn as they play. Most importantly, in play, children learn how to learn." O Fred Donaldson.
- All children and parents sign an 'Acceptable Use Policy' at school which includes online rules and this applies when children are working on computers at home.

## 6. Roles and responsibilities

### a) Provision: For individual children self isolating

**Teachers:**

N Hirst October 2020

- Using Google Classroom to set meaningful and ambitious work that can be accessed each day in a number of different subjects. This can be scheduled ahead of time.
- Learning tasks can be in the form of an 'e-pack' with a cross curricular set of tasks, which may be in a grid format. If a family has not access to ICT/Internet, then a physical pack of resources needs to be distributed following a parental request.
- Tasks can range from previous consolidation of learning, but must also include recent/current work in class.
- 'E-packs' will need to be periodically updated to refresh/update content.
- Content should ideally be presented as separate tasks on Google Classroom assigned specifically to that child/children.
- Utilise/incorporate adaptive technological platforms; TTRS, Numbots, etc. Use and progress of children should be monitored regularly.
- Every opportunity should be made to utilise third party curated curriculum resources which offer learning support - eg National Oak Academy.
- Children isolated should be given some opportunity to communicate with their teacher and there is an expectation that some learning is uploaded for the Class Teacher to feedback on. Teaching Assistants will play an important role in supporting teachers with this.
- There is no expectation for teachers to be 'live teaching' or creating bespoke video learning support content for individual children unless, through communication with the parent, children are finding it difficult to engage with the learning and need additional support. In such a case a recorded learning support video may be posted on Google Classroom.

### **Teaching Assistants:**

- Teaching assistants must be available between their normal contracted hours of work.
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- Under the direct supervision of the Class teacher, continue to carry out their normal in-school activities; supporting quality first teaching, 1-2-1 provision, target interventions etc.
- Teaching assistants may be asked to post, respond to or feedback on learning to isolated children on Google Classroom/Tapestry Journal as directed by the class teacher.
- Teaching assistant to assist teachers in the monitoring/use of adaptive technological platforms.

### **b) Provision: For whole & multiple bubbles isolating**

Colliers Green Primary School will provide a refresher training session and induction for new staff on how to use Google Classroom/Tapestry Journal as required. Given that Google Classroom/Tapestry Journal will also be used for homework, most staff should be able to maintain a high level of digital competence, however additional 'top-up' refreshers will be given where necessary.

In the event of a bubble isolating, teachers must be available between 0900-1530. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

### **Teachers**

- The aim will be to maintain momentum in children's learning, including the teaching of new curriculum content.
- Teachers in Reception and Teachers in Years 1-6 will be setting work on Google Classroom.

- Weekly/daily schedules will be shared at the beginning of the week on Google Classroom
- Through Google Classroom, children should be set meaningful and ambitious assignments each day in a number of different subjects
- Content should mirror our curriculum offer within school and be well-sequenced so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject. Following skills maps and topic grids.
- New content should be delivered by a teacher through high-quality curriculum resources or videos. Where learning objectives fully 'match' those of Oak National Academy's, their content should be also be used.
- Learning should cover the breadth of the subjects in the curriculum though core subjects should remain a focus.
- Every effort should be made to utilise/incorporate adaptive technological platforms; TTRS, Numbots, etc. Other resources such as Duo Lingo, etc should also be utilised. Use bychildren and their progress should be monitored regularly.
- Teachers/TA to provide feedback on work that has been submitted (as stipulated on Google Classroom assignment instructions), making sure it is clear to children/parents which assignment will require learning uploaded against. Feedback should be in line with Colliers Green Primary Schools Feedback guide - progressive and meaningful.
- Teachers should 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
- All curriculum tasks submitted by 3.45pm and teachers will comment by the end of the week.
- Keeping in touch (by phone) with children/parents who are not engaging with home learning; ascertain what challenges they are having and try and resolve and issue/or consult with the SLT to discuss alternative school intervention.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

### **Teaching Assistants**

- Teaching assistants must be available between their normal contracted hours of work.
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- Teaching assistants will play a key part in contributing to online learning through Google Classroom/Tapestry Journal. This will include:
- Scheduling learning as directed by the class teacher
- Completing additional resources, well being support - for example recording of reading a book to children.
- As required, monitoring and responding to children's work with feedback.

### **Senior Leaders**

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policies.

## **IT Technician**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices, through the Computing Lead / School Office.

## **The SENCO**

Liaising with the Computing Lead to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support specific children need; providing specialist advice to parents, teachers and teaching assistants.

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers on Google Classroom, where possible, it is beneficial for young people to maintain a regular and familiar routine.
- Seek help if they need it, from teachers via Google Classroom
- Alert teachers if they're not able to complete work
- Approach their learning with positivity and do their best
- Share their learning so staff can engage with it

Staff can expect parents with children learning remotely to:

- Make the school aware via Studybugs if their child is sick or otherwise cannot complete work
- As we appreciate that every family situation is different we ask that families view learning together and then make appropriate plans to complete it on a day-to-day basis.
- Should anything be unclear in the learning or you are unable to complete what is set, parents can communicate with class teachers via Google Classroom.
- Be respectful when making any complaints or concerns known to staff

## **Governing Board**

The governing board is 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **7. Links with other policies and development plans**

This policy is linked to our:

- Child Protection Policy
- Behaviour Policy
- Data Protection Policy and privacy notices
- Online Safety Policy
- Acceptable Use Policies: