

De Beauvoir Primary School Remote Learning Policy 2020-2021



1. Aims

Our Remote Learning Policy aims to:

- ensure a consistent and continuous approach to the delivery of remote learning for all pupils (including those with SEND) who are unable to attend school, through use of quality online and offline resources;
- provide clear expectations about the delivery of remote learning to the school community;
- ensure that remote learning mirrors learning in school as closely as possible;
- ensure consistency of education where staff are self-isolating or quarantining but are otherwise well;
- ensure that pupils' motivation, health and well-being are supported;
- ensure that parents are supported and that communication facilitates this;
- ensure that attendance is supported.

2. Who is this policy applicable to?

- A pupil (and siblings, if they are pupils at De Beauvoir Primary School) who is absent from school as a result of self-isolation (due to symptoms or testing of themselves or household members) but the rest of the school bubble is continuing to attend school;
- A pupil who is medically advised to self-isolate due to being extremely vulnerable to Covid-19;

In either of these situations, where a pupil or pupils are isolating, but the bubble remains at school, remote learning will be shared with pupils and families, as detailed in section XXX.

- A pupil whose school bubble has closed because the child or a member of their bubble has tested positive for Covid-19 and PHE have advised closure;
- A teacher who is self-isolating having tested positive for Covid-19 but who is otherwise well.

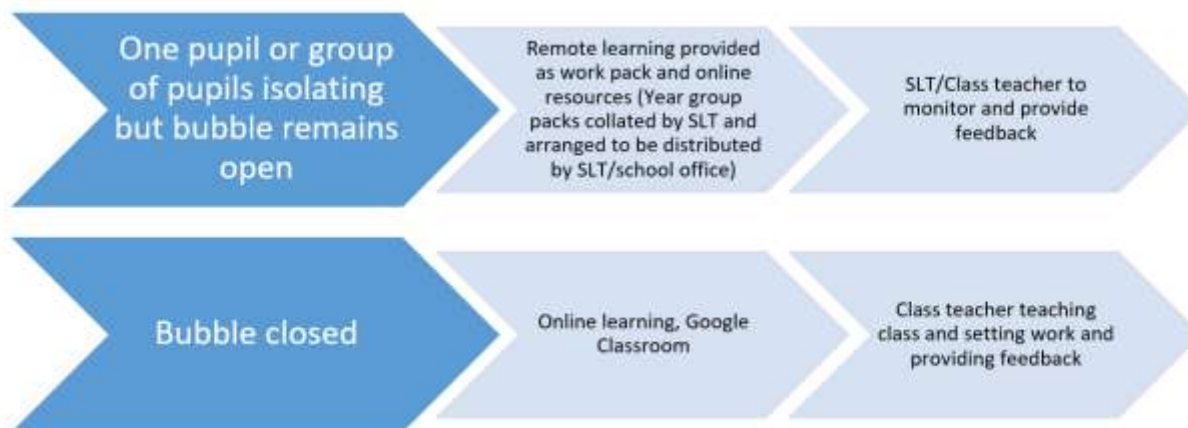
In the event of either of these situations, where the bubble is closed, the teacher will teach the class remotely using Google Classroom. Teachers who are self-isolating but who are otherwise well will teach their class remotely. More information is available in section XXX.

3. In School Curriculum

We have reviewed the 2019-2020 curriculum to identify missed content and have adapted the 2020-2021 curriculum to prioritise essential content missed as a result of coronavirus restrictions so that this can be included within our deliberately broad and ambitious curriculum. Pupils started Autumn term with a two week Establishment Phase, establishing expectations and providing teachers with opportunities to informally assess pupils. Pupils will be formally assessed at the end of Autumn 1, using assessment papers originally due in June 2020. These assessments will be carefully gap analysed and the information used to inform future learning.

4. Remote Learning

Remote learning is integrated into our curriculum, as detailed in this document. In the event of self-isolation or lockdown, De Beauvoir will offer immediate remote education using on and offline resources. Remote learning will look different depending on the number of pupils isolating, whether a bubble is closed or whether a single pupil/group of pupils are absent from school.



5. Content and tools to deliver remote education

Resources:

- High quality online tools for all children using Google Classroom;
- Use of recorded videos and narrated Powerpoints for teaching and assemblies;

- Phone calls home;
- Live Google Meet sessions;
- Printed learning materials;
- Physical materials such as reading books, concrete resources and stationery;
- School subscriptions to: Times Tables Rockstars, Reading Plus, Read Write Inc.

6. Challenges to remote learning

There are a number of challenges faced by our community in the delivery of remote learning:

- It is estimated that only 25% of our families have access to a PC or laptop (for each child) with reliable internet access;
- Families most frequently have a tablet and / or phone, often with only one of these devices and multiple children in different year groups;
- A number of our children live in overcrowded accommodation, making the provision of a quiet space for work difficult;
- Where children have no internet access then we will provide printed materials and teachers will maintain daily contact by telephone.

7. Home-school partnership

We are committed to working in partnership with families and recognise that we will need to adapt remote learning to suit families' individual needs.

De Beauvoir Primary School will provide an online training session for parents, showing them how to use Google Classroom.

We expect pupils to follow the school timetable for remote learning, as detailed in the appendices, so that pupils maintain a regular routine to their day, whether in school or at home.

We ask parents to help their child to find an appropriate place for them to work in and by supporting pupils with their work and concentration.

Every effort will be made by staff to ensure that work is set promptly. Parents should contact school promptly to seek support if they are having difficulty accessing remote learning.

All children must sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies to their remote learning.

8. Teachers



These guidelines apply where a school bubble is closed and the class teacher is responsible for the remote learning of the pupils within their class.

De Beauvoir Primary School will provide a training session and refresher sessions for staff in the use of Google Classroom.

When delivering remote learning, teachers must be available between 8:45 am and 3:45 pm, or until 4:30 on days when professional development is planned.

If they are unable to work for any reason during this time, they should report this using the usual absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their class;
- The work set should follow the normal class timetable, wherever possible;
- Weekly / daily work will be shared using Google Classroom, Google Meets, email and the school website;
- Teachers will have live contact with pupils using Google Meets, each day (please see class timetables in sections XXX), to share work and provide explanations and feedback;
- Videos and high quality resources will be made available through Google Classroom and links provided to our schemes of work, e.g. White Rose Maths;
- Teachers will provide narrated Powerpoints
- Teachers will adjust the pace / difficulty of work for all pupils, including those with SEND
- Medium term plans will be annotated to show the remote learning capability for each unit of work

- Work must be saved in teachers' planning folders with dated file names
- Where teachers are self-isolating but are otherwise well, they will use the above methods and will also provide live teaching for pupils using Google Meets

Providing feedback:

- Reading, writing and maths work which is submitted by 1:00pm will be guaranteed teacher response and comments by 3:45pm
- Wider curriculum tasks submitted by 3:30pm will receive feedback by the end of the following day.

Keeping in touch with parents / pupils who are not in school:

- If there is a concern about the level of engagement, teachers should inform a member of SLT who will ensure that contact is made to assess whether school intervention can improve engagement
- All parent / carer emails should come through the class email account
- Any complaints or concerns shared by parents / pupils should be referred to a member of SLT
- Any safeguarding concerns should be reported immediately to a DSL

9. Learning Coaches

Learning Coaches must be available between 8:30am and 3:30pm

If learning coaches are unable to work for any reason, this should be reported using the normal absence procedure.

During the school day, learning coaches should complete tasks as directed by a member of SLT.

Learning coaches must attend the Google Meet sessions.

10. Staff conduct on GoogleMeets

All staff members are appropriately and professionally dressed.

Staff members should not be eating or drinking and should be positioned in a suitable space, with minimal distractions (no televisions/games/radio playing) and against a neutral background (such a plain coloured wall).

No other people should be present in the room during active GoogleMeets and please ensure cameras and microphones are muted/off when not in use.

No screenshots should be taken of the class as not all children have photo permission and in line with safeguarding guidance.

If there are concerns about a child in a Google Meet session, a member of SLT must be notified immediately by email.

11. Senior Leaders

Alongside their teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning offer
- Monitor engagement on a daily basis
- Provision of staff with appropriate tools and resources to provide remote learning, including:
 - a device with access to google Classroom;
 - login details and access to pupil accounts for all learning platforms
 - training to use all appropriate elements of Google Suite (Google Classroom, Google Meet, Google Forms);
 - training to make narrated Powerpoints
 - training to save flipcharts and Powerpoints in pdf form to make them more easily accessible remotely
 - the provision of a comprehensive board, well planned and well resourced curriculum which clearly identifies what will be taught and when.
- Monitoring the effectiveness of remote learning and sharing this with teachers through analysis, meetings and feedback
- Monitoring the security of home learning systems, including data protection and safeguarding considerations

- Ensure that the current curriculum is carefully planned and mapped to ensure continuity and progression, enabling a smooth transition from in-school to remote learning.
- Support the class teacher with the provision of home learning for individual children who are isolating (where the class teacher is in school teaching the class)

12. 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 Policy.

13. TurnITOn Technician

TurnITOn technicians are responsible for:

- Offering training and support for the set up and use of Google Classroom/GoogleMeet
- Fixing issues with systems used to set and collect work
- Helping staff with technical issues
- Reviewing the security of remote learning systems and flagging data protection breaches to the data protection officer

14. The SENDCO

The SENDCo is responsible for:

- Liaising with the TurnITOn technician to ensure that technology is accessible to all pupils and reasonable adjustments are made when needed.
- Ensuring that all pupils with EHC plans continue to have their needs met while working remotely, and liaising with the Headteacher, class teachers and other organisations to make alternative arrangements to ensure access for these pupils where necessary
- Identifying the level of support needed for pupils on the SEND register.

15. The Finance and Admin Officer

- Surveying and monitoring staff access to devices

- Ensuring that any equipment loaned to staff or pupils is signed out and returned in the same state as when it was loaned
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

16. Pupils and Parents

Staff can expect pupils learning remotely to:

- Complete work to deadlines set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they are unable to complete work
- Attend Google Meets unless they do not have adequate technology, in which case they should be available when contacted by telephone

Staff can expect parents whose children are learning remotely to:

- Make the school aware if there is a valid reason why their child cannot complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff
- Ensure that pupils are appropriately dressed, positioned in a suitable space, with minimal distractions (no televisions/games/radio playing) and against a neutral background (such a plain coloured wall)
- Ensure that pupils are using appropriate language when interacting with their teacher or peers
- Ensure that pupils are not eating or drinking during GoogleMeets.
- Ensure cameras and microphones are muted/off when not in use.
- Ensure no screenshots are taken of the class.

17. Central Governing Board / Local Advisory Board

De Beauvoir Primary School's LAB is responsible for:

- Monitoring the school's approach to the provision of remote learning, ensuring that pupils' education remains of the highest quality possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

18. Links with other policies and development plans

This policy is linked to the following policies and plans:

- Safeguarding and Child Protection policy
- Behaviour Policy
- Data Protection Policy and Privacy Notices
- Online Safety Acceptable Use Policy
- Code of Conduct for Phone Calls, Video Conferencing and Recorded Video
- Agreements for Google Classroom
- Primary Advantage Federation TLA
- Transition Plan
- SDP

Appendices

Appendix 1: Learning Overview for Bubble closure



EYFS

Nursery	<ul style="list-style-type: none"> • Learning packs to be collected / delivered covering main curriculum areas • Daily Google Meet sessions to share news, songs and stories • Daily pre-recorded phonics/tuning in activity • Daily pre-recorded maths activity
Reception	<ul style="list-style-type: none"> • Learning packs to be collected / delivered covering main curriculum areas • Daily Google Meet sessions to share news, songs and stories • Daily pre-recorded phonics activity • Daily link to the White Rose Maths session • Links to Oak Academy EYFS units where appropriate

KS1

Subject	Remote T&L Provision	Resources	Online Links
Reading (daily)	<ul style="list-style-type: none"> • Daily phonics lessons recorded by teacher • Daily story shared by teacher • Daily RWInc reading session 	Books at appropriate level	Oxford Owls: RWInc
Writing (x 5 weekly)	<ul style="list-style-type: none"> • Google Meet introduction session • Annotated flipcharts shared via Google Classroom • Annotated / narrated Powerpoints • Children upload work to Google Classroom 	Writing grids with pictures Exercise books Word mats	Literacy Shed

	<ul style="list-style-type: none"> Teaching units and coverage reflect in class learning 		
Maths (daily)	<ul style="list-style-type: none"> White Rose Maths videos Annotated flipcharts shared via Google Classroom Annotated / narrated Powerpoints Teacher talks through learning / supports pupils via Google Meet Google Forms assessment 	<p>White Rose resources</p> <p>Exercise books</p> <p>https://mathsbot.com/#Manipulatives</p>	<p>Times Tables Rockstars</p> <p>White Rose Maths online</p>
Curriculum (x 2 weekly)	<ul style="list-style-type: none"> Teaching units / coverage mapped Annotated flipcharts shared via Google Classroom Annotated / narrated Powerpoints Pupil work / activities saved in Google Classroom Teacher talks through learning / supports pupils via Google Meet Oak Academy sessions where appropriate 	<p>Worksheets</p> <p>Knowledge Organiser</p>	<p>BBC Bitesize</p> <p>Additional topic websites</p>
Science (weekly)	<ul style="list-style-type: none"> Teaching units / coverage mapped Annotated flipcharts shared via Google Classroom Annotated / narrated Powerpoints Pupil work / activities saved in Google Classroom 	<p>Worksheets</p> <p>Knowledge Organiser</p>	<p>BBC Bitesize</p> <p>Additional topic websites</p>

	<ul style="list-style-type: none"> Teacher talks through learning / supports pupils via Google Meet Oak Academy sessions where appropriate 		
Computing (weekly)	<ul style="list-style-type: none"> Teacher talks through learning / supports pupils via Google Meet Oak Academy 		
RE (if RE week)	<ul style="list-style-type: none"> Teaching units / coverage mapped Annotated flipcharts shared via Google Classroom Annotated / narrated Powerpoints Pupil work / activities saved in Google Classroom Teacher talks through learning / supports pupils via Google Meet Oak Academy sessions where appropriate 		
DT / Art (if Art History week)	<ul style="list-style-type: none"> Teaching units / coverage mapped Annotated flipcharts shared via Google Classroom Annotated / narrated Powerpoints 	Lessons to use materials that are easily accessible at home	
Music (weekly)	<ul style="list-style-type: none"> Teaching units / coverage mapped Annotated flipcharts shared via Google Classroom Annotated / narrated Powerpoints using school 		

	Listening and Appraising foci		
PE (weekly)	PE with Joe Wicks, found at : https://www.youtube.com/playlist?list=PL0kdTyVEX-wKPwxH6Eil7i2F3ITkdqaud		GoNoodle https://family.gonoodle.com/
PSHE (weekly)	<ul style="list-style-type: none"> · Jigsaw resources saved to Google Classroom · PSHE focus during Google Meet session 		

KS2

Subject	Remote T&L Provision	Resources	Online Links
Reading (daily)	<ul style="list-style-type: none"> · Focus texts / extracts shared on Google Classroom · Activity sheets on Google Classroom · Comprehension questions using Google Forms · Teacher talks through learning / supports pupils via Google Meet · Daily story shared by teacher 	Reading extracts Comprehension questions Vocabulary activity Books at an appropriate level	Reading Plus (Y4/5/6)

<p>Writing (x 5 weekly)</p>	<ul style="list-style-type: none"> · Google Meet introduction session · Extracts and video prompts via Google Classroom · Annotated flipcharts shared via Google Classroom · Annotated / narrated Powerpoints · Children upload work to Google Classroom · Teaching units and coverage reflect in class learning 	<p>Writing grids with pictures</p> <p>Exercise books</p> <p>Word mats</p>	<p>Literacy Shed</p>
<p>Maths (daily)</p>	<ul style="list-style-type: none"> · White Rose Maths scheme followed, with link to this on Google Classroom · Annotated flipcharts shared via Google Classroom · Annotated / narrated Powerpoints · Teacher talks through learning / supports pupils via Google Meet · Google Forms assessment 	<p>White Rose resources</p> <p>Exercise books</p> <p>https://mathsbot.com/#</p> <p>Manipulatives</p>	<p>Times Tables</p> <p>Rockstars</p>
<p>Curriculum (x 2 weekly)</p>	<ul style="list-style-type: none"> · Teaching units / coverage mapped · Annotated flipcharts shared via Google Classroom · Annotated / narrated Powerpoints · Pupil work / activities saved in Google Classroom · Teacher talks through learning / supports pupils via Google Meet · Oak Academy sessions where appropriate 	<p>Worksheets</p> <p>Knowledge Organiser</p>	

<p>Science (weekly)</p>	<ul style="list-style-type: none"> · Teaching units / coverage mapped · Annotated flipcharts shared via Google Classroom · Annotated / narrated Powerpoints · Pupil work / activities saved in Google Classroom · Teacher talks through learning / supports pupils via Google Meet · Oak Academy sessions where appropriate 	<p>Worksheets</p> <p>Knowledge Organiser</p>	
<p>Computing (weekly)</p>	<ul style="list-style-type: none"> · Teacher talks through learning / supports pupils via Google Meet · Oak Academy sessions where appropriate 		
<p>RE (if RE week)</p>	<ul style="list-style-type: none"> · Teaching units / coverage mapped · Annotated flipcharts shared via Google Classroom · Annotated / narrated Powerpoints · Pupil work / activities saved in Google Classroom · Teacher talks through learning / supports pupils via Google Meet · Oak Academy sessions where appropriate 		
<p>DT / Art (if Art History week)</p>	<ul style="list-style-type: none"> · Teaching units / coverage mapped · Annotated flipcharts shared via Google Classroom · Annotated / narrated Powerpoints 	<p>Lessons to use materials that are easily accessible at home</p>	

<p>Music (weekly)</p>	<ul style="list-style-type: none"> · Teaching units / coverage mapped · Annotated flipcharts shared via Google Classroom · Annotated / narrated Powerpoints using school Listening and Appraising foci 		
<p>PE (weekly)</p>	<p>PE with Joe Wicks, found at :</p> <p>https://www.youtube.com/playlist?list=PL0kdTyVEX-wKPwxH6Eil7i2F3ITkdqaud</p>		<p>GoNoodle</p> <p>https://family.gonoodle.com/</p>
<p>PSHE (weekly)</p>	<ul style="list-style-type: none"> · Jigsaw resources saved to Google Classroom · PSHE focus during Google Meet session 		
<p>Spanish (weekly)</p>	<ul style="list-style-type: none"> · Annotated flipcharts shared via Google Classroom · Annotated / narrated Powerpoints 		<p>Hackney Learning Spanish resources</p> <p>https://bcclanguage.co.uk/?page_id=543</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zxsvr82</p> <p>High Five Spanish</p> <p>https://radiolingua.com/learnathome/?fbclid=IwAR3_XTWg9jFgS0td8MK2qfpJBQ2kRTPkP7q4ZKSTkwaisy3nnokpNrKgtbY</p>

			Rockalingua (have a look for the free resources) https://rockalingua.com/videos
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SEND

Pupils with SEND will have individual learning packages. These will include signposts to specific sessions provided by Oak Academy.