

East Stanley School



Remote Learning Policy September 2020

Introduction – Department for Education Guidance

Where a class, group or a small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, the DfE expects schools to have the capacity to offer immediate remote education.

Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

The Secretary of State for Education has issued a continuity direction **that requires schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19).**

Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education.

Replicating the classroom remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils is a significant challenge in many contexts. As schools plan for potential future disruption, it may be helpful to:

- maintain an up-to-date record of which pupils and families do not have device or internet access
- consider how school technology resources could be used in future to support pupils without sufficient remote facilities. This could include preparing to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property

- ensure that any equipment obtained under the department's [Get help with technology programme](#) is clearly identified and ready to be re-distributed for a similar purpose

Interactive platforms

East Stanley School has introduced the interactive platform of Google Classroom for our remote education provision. By using this, it is possible to create virtual classes by drawing information from schools' Management Information Systems, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.

Linking platforms to applications (DfE guidance)

It is possible to enhance these platforms by using applications which allow for easy video recording of teachers teaching, explaining and questioning. [Loom](#) is a popular video recording application which many teachers find straightforward to use and can easily be linked to platforms such as Microsoft Teams.

Tests and quizzes are an important part of effective teaching and can be easily created to precede or follow teaching sequences. When teaching live, it is possible for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function. Google forms, Kami, Kahoot, Classkick, Socrative, Edpuzzle are just some other examples of other software which work well for rapid feedback and allow live marking.

**We have purchased Kami for use in Years 2-6.
Year 1?**

Schools can use these media to continue to deliver most of their normal planned curriculum, and, where available and relevant, textbooks (both 'hard copy' and electronic) could be issued for pupils to use at home to complement and support lessons.

Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access. These and similar platforms can make it easier for teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress. Other resources, including other good quality online resources (both free-to-use and subscription-based) can be linked or embedded.

Because these platforms enable the creation of simulated or virtual classrooms, it is easier to carry over what we know about effective teaching from the live to the virtual environment. This can include clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

Maintaining aspects of school life online

These platforms can also be used beyond the individual lesson context for other events such as whole staff briefings and professional development sessions, and for teachers to lead events such as assemblies. It is important that these aspects of school life are maintained during any period of disruption.

In some cases it is possible to expect a normal school day to be worked remotely by both pupils and teachers. Recognising that this will not always be practical, where it is possible the routine can prove beneficial to pupils and support them in the management of their work and time.

Often, it is necessary to operate more flexibly, for example to accommodate contexts where pupils are having to share a single device within the home, meaning that access to recorded lessons is also needed. However, frequent contact between pupils and teachers is crucial. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork.

Continuing the planned curriculum

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations (and there are many ready-to-use examples linked to the curriculum available on platforms such as YouTube) can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource.

Communication

It is essential for staff, and preferable for pupils, to use school email addresses. Groups can be set up to streamline communication for example with a whole class. Existing online resources and packages with school or teacher-created resources, can be used, for example: worksheets, tests and quizzes, as well as video or sound recordings of explanations hosted on platforms such as YouTube - or available on a school, remote-access area.

It is important to note that high quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes. Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum described above.

A lack of devices

Schools can distribute school-owned laptops accompanied by a user agreement or contract. They can also remind pupils that access is also possible through large-screen smartphones. Affected pupils can be supported to come into school to use school resources within any rules in force at the time.

Additionally, textbooks can be used at home to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

Where mobile phones are being used by pupils to access content (and where pupils are having to rely on mobile phone connectivity) there may be limits to the amount of data they can access without incurring significant expense. Schools can [get technology support](#) from DfE for issues with devices and internet access.

Pupils having difficulties submitting work

Multi-functional remote platforms allow for the submission of most kinds of work. Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as

attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. Post or school drop-off points can also be considered.

Keeping pupils motivated and engaged

Schools should monitor pupil engagement with remote education provision. Schools can log participation and motivation levels and feedback to parents, either individually or formally through regular reports. They can also contact pupils or parents by telephone to explore ways to secure re-engagement.

Schools can create whole-class or whole-school feedback loops. For example, a weekly newsletter which pulls together examples of excellent work and awards points and rewards for excellent engagement or outcomes. This could be emailed to all parents and pupils, or posted to those without digital access.

Assessing pupils' progress

Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back. Using the features of a multi-functional platform, teachers can create regular, pre and post-lesson quizzes. Consideration should be given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions.

Organising structured remote teaching suitable for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

Supporting pupils with special educational needs and disabilities (SEND)

For many pupils with SEND, the teaching envisaged by this guidance would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers and schools are likely to know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, in some cases, the suggestions in this guidance may also be useful for pupils with SEND and so should be considered on their merit.

Teachers having difficulties creating online content

While many schools will want to retain the tried-and-tested education resources they already use, some may find it helpful to use resources such as [Oak National Academy](#) to offer lessons in most school subjects. Oak delivers a sequenced curriculum, with some elements of choice, which can be used flexibly by schools as their main remote provision - or to complement other parts of remote provision.

The curriculum is published on the Oak National Academy website, so schools can consider how it aligns with and complements their own curriculum. Oak lessons are available from reception to year 11, are free to use, and can be integrated with platforms such as Microsoft Teams and Google Classroom.

Teachers can easily collect results of online quizzes and tests to monitor progress. Oak represents a good option for many schools when they are contingency planning, but headteachers should also be aware of other commercial, educational resources available. The British Educational Suppliers Association's [LendED platform](#), for instance, provides a searchable list of resources for remote education.

If parents are not able to effectively support remote education

Good communication between schools and parents (about the approach the school is taking) can help. This could include, where appropriate, group seminars, briefings using platforms such as Zoom, or one-to-one telephone calls where necessary, to inform parents and elicit their support.

East Stanley School Policy

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Provision of Remote Learning

Lockdown Types

Individual children who have non-Covid symptoms or are waiting for test results, resulting in a few days absence (teacher still teaching the rest of the class) - provide reading book and some paper practice activities

Individual children who must self-isolate for 2 weeks - upload basic work - reading/SPAG/comprehension/basic maths

If possible, relate work to what is being covered in class - if not possible, then provide practice activities.

Bubble Lockdown

The teacher will be expected to set daily reading, SPAG, maths and one foundation subject.

Timetable - to be determined depending upon survey results and access to devices.

One Google Meet session per day.

See Resources section

Nationwide/Whole School Lockdown

The teacher will be expected to set daily reading, SPAG, maths and one foundation subject.

Timetable - to be determined depending upon survey results and access to devices.

One Google Meet session per day.

See Resources section

Rota will be planned to cover key worker children

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.45am and 3:30pm.

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work - for all children in their own class.
- English, Maths and one foundation subject lesson set each day.
- Work should be uploaded to Google Classroom/Evidence Me and should be scheduled for no later than 9am each morning.

Pupils should be able to complete work in their own time during the day, especially in the case of using shared devices.

How to make sure pupils with limited access to devices can still complete the work

Allocate Chrome books/apply for DfE laptop scheme

Paper work packs

Providing feedback on work:

Use of Kami

Private message to pupil on assigned tasks

Message home on Evidence Me

Keeping in touch with pupils who aren't in school and their parents:

Through Google Classroom/Evidence Me

Children should be contacted once per day on Google Meet

Email, phone call or text message

Emails from Parents and Pupils

Teachers

Teachers are not expected to respond to pupils or parents outside of working hours (8:30am - 4:00pm)

Complaints or concerns - try to address any issues themselves in the first instance - then refer to HT or DHT

Failing to complete work - first instance class teacher to email parent, then refer to SLT

Virtual Meetings

Ensure dress is appropriate

Avoid areas with background noise

Ensure there is nothing inappropriate in the background

Background scenery can be used if available

If teachers will also be working in school, in the instance of supporting Key Worker Children - a rota will be drawn up to ensure staff have time to provide remote learning.

Key Worker children would be expected to complete online learning during this time.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:45am and 3:30pm.

If they're unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

Supporting teacher with remote learning

Possibly supporting a Key Worker group to allow teaching staff to deliver remote learning

Provide online RE and PSHCE lessons once per week.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

Providing support and guidance where necessary for other teachers
Signposting teachers to resources if necessary
SENCO - provide SEN support where required
Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
Monitoring the remote work set by teachers in their subject - explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
Alerting teachers to resources they can use to teach their subject remotely

3.4 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 - SLT have access to all classes on Google Classrooms
Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead

The DSL is responsible for:
See safeguarding policy
Any concerns, contact JW, TS or GH for advice.
Reminder - if concerns are urgent, any member of staff can refer to First Contact - 03000 2677979

3.6 IT staff

IT staff are responsible for:
Fixing issues with systems used to set and collect work
Helping staff and parents 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

3.7 Pupils and parents

Staff can expect pupils learning remotely to:
Be contactable during the school day - although consider they may not always be in front of a device the entire time
Complete work to the deadline set by teachers
Seek help if they need it, from teachers or teaching assistants
Alert teachers if they're not able to complete work
Be respectful to staff and each other while learning remotely

Staff can expect parents with children learning remotely to:
Make the school aware if their child is sick or otherwise can't complete work
Seek help from the school if they need it
Be respectful when making any complaints or concerns known to staff
Ensure children 'hand in' work once completed

3.8 Governing Body

The governing body 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

4. Resources

English

Video lessons can be accessed from Oak National Academy
Supplemented by the following Apps:
Purple Mash
Serial Mash
Spag.com
Oxford Owls (for free online reading books)
Lexia
Reading Plus
Read with Phonics
Teach Your Monster to Read
Marking - use of Kami to support marking and feedback

Maths

Teaching videos can be accessed from Oak National Academy (may need to dip between year groups)
White Rose Home Learning (free resources)
TT Rock Stars
Worksheets from Power Maths, Twinkl, CGP books
Marking - use of Kami to support marking and feedback
Foundation Subjects - use Oak Academy

Foundation Subjects

Teaching materials can be accessed from:
Oak National Academy
Kapow
Twinkl
Purple Mash or other relevant websites

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:
Access data through Google Classrooms and the Durham Secure Cloud Service

BCC email contact with parents

Use of the BCC function if emails are to be sent to multiple addresses

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

5.3 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

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

Installing antivirus and anti-spyware software

Keeping operating systems up to date - always install the latest updates

6. Safeguarding

The updated Safeguarding and Child Protection Policy is available on the Staff One Drive.

7. Monitoring arrangements

This policy will be reviewed in January 2021 by the SLT

At every review, it will be approved by the Governing Body

8. Links with other policies

This policy is linked to our:

Behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

Home-school agreement

ICT and internet acceptable use policy

Online safety policy