Remote Learning Policy for Yerbury Primary School

1. Statement of school philosophy

Yerbury Primary School is committed to providing fun, engaging, cross-curricular and rigorous learning. We want children to learn independently, and where scaffolding is required, that support is removed over time. Our Remote Learning Policy aims to support this ethos in an age-appropriate way. This is a policy that refers to a specific period of time and may change if guidance changes.

2. Aims

This Remote Education Policy aims to:

- Outline the school's approach to remote learning

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos

- Ensure the continued delivery of the school curriculum for all children

- Consider continued training for staff and support for parents

- Support effective communication between the school and families, and encourage participation

3. When does this policy apply?

Remote learning will be shared with families when they are absent due to Covid related reasons. Learning will be available each day, though Maths and English plans for some children will be available at the beginning of each week. It will be shared when:

- A child *(and their siblings if they are also attending Yerbury)* 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

- In the event of local or national lockdown where the school is closed to most/ all children

4. Content and tools to deliver this remote education approach

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1, KS2 *(email, Seesaw and Google Classroom)*

- Use of recorded video (*or Live Video if used*) for 'keeping in touch' videos, instructional videos, and assemblies

- Phone calls home (Nursery and children who are a concern)

- Printed learning packs for some children as appropriate (eg. SEN)

- Physical materials such as story books and writing tools as appropriate

- Use of BBC Bitesize, Oak Academy, *DoodleMaths, 5-a-day, White Rose, Education City, LGFL, Literacy Shed, Times Tables Rockstars, Spelling Shed.*

5. Home and school partnership

Yerbury Primary School is committed to working in close partnership with families and recognises that each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.

Yerbury Primary School will provide guidancefor parents on how to use Google Classroom and Seesaw as appropriate, and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Yerbury Primary School would recommend that each 'school day' maintains structured.

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 whilst encouraging them to work with good levels of concentration, stamina and independence.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

Scenario 1:

Outline of remote learning across the school when individuals or small groups are isolating but teacher is in school

- As class teachers will be in class, plans will be available to isolating families either via email (EYFS & KS1) or Google Classroom.
- Maths sessions will likely use recorded video by White Rose/ Oak Academy and will include worksheets and answers. Weekly English plans written by school staff will be provided. Foundation Subject resources and work will also be provided daily

- Marking and Feedback will continue as per school policy – work must be emailed or submitted via Seesaw or Google Classroom as appropriate by 3:30pm each day to ensure the work will be seen and assessed

Scenario 2:

Outline of remote learning across the school when class bubble is isolating and the teacher is unwell

As per Scenario 1 – School will do its best to assess work when the class teacher is ill.

Scenario 3:

Outline of remote learning across the school when class bubble is isolating and the teacher is well

- EYFS – Weekly/Daily plans and resources will be emailed to parents. Small group video-conferenced sessions will be scheduled on a weekly basis

- KS1 – recorded teaching and work resources will be provided via Seesaw. Children can either complete work directly on to Seesaw, or on paper. Work to be submitted online and feedback given by teachers daily

- KS2 – Timetabled English and Maths live lessons. Narrated Screencasts over Google Meets. These will be recorded and shared on Google Classroom so that families sharing devices can participate – 10 to 20mins in length approx. Children can ask questions through chat.
  - Children then work independently and submit English work by 10:30am, Maths work by 12:00pm
  - Children who need a same-day intervention will be notified by 2pm to attend an afternoon video-conferenced intervention that will take place over Google Meet
  - Feedback will be given on English and Maths each day in addition to following our Marking and Feedback Policy
  - One weekly whole-class Zoom session a week.

- Friday afternoon will be PPA for all teaching staff

Scenario 4:

Lockdown in term time

- As per Appendix C – SLT and TAs will attend school in order to care for vulnerable children and children of Critical Workers who will use school Chromebooks in class

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Yerbury Primary School will provide a refresher training session and induction for new staff on how to use SeeSaw / Google Classroom.

When providing remote learning, teachers must be available during directed time.

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.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set appropriate work for all the pupils in their classes
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Teachers in EYFS will be setting work via *email*
  - Teachers in Year 1 to Year 2 will be setting work on *Seesaw*
  - Teachers in Year 3 to Year 6 will be setting work on *Google Classroom*.

- Providing feedback on work when Individuals or small groups are isolating:
  - All curriculum tasks submitted by 3.30pm - teachers will follow marking and feedback policy

- Providing feedback on work when bubbles are isolating or in the event of a lockdown:
  - Families will be notified of afternoon Maths or English interventions as appropriate by 2pm each day

- Verbal or written feedback will be given for at least Maths and English each day by 4:30pm

- Keeping in touch with pupils who aren't in school and their parents:
  - If there is a concern around the level of engagement of a pupil/s parents will be contacted to assess whether school intervention can assist engagement
  - All parent/carer emails should come through the school admin account (admin@yerbury.islington.sch.uk)
  - 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 Designated Safeguarding Lead, Becky Wright

Teaching Assistants

Teaching assistants must be available between 8:50am and 3:40pm.

Level 3 TAs: 8:30am to 3:45pm

HLTAs: 8:30am to 4:30pm

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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT and/or classteacher.

Remote-Learning Lead and Key Stage Leaders

Alongside any teaching responsibilities, they are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Assisting pupils and parents with accessing the internet or devices
- Ensuring staff have access to the technology they need in order to be able to effectively provide remote-learning from home

Designated safeguarding lead

The DSL (Becky Wright) is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

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

The SENCO

- Liaising with the ICT technicians 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 teachers and support staff, as well as the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans

The SBM

- Ensuring value for money when arranging the procurement of equipment or technology

- Ensuring that the school has adequate insurance to cover all remote working arrangements

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers

- Alert teachers if they're not able to complete work

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

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

Appendix

KS2 Teachers' example timetable

9.00 – 9.30	English Live Lesson
9.30 – 10.30	Emails, jobs etc.
10.30 – 11.00	Maths Live Lesson
11.00 – 11.15	Break
11.15 – 12.15	Assess English
12.15 – 13.15	Assess Maths
13.15 – 14.00	Lunch
14.00 - 14.30	Interventions (ad hoc)
14.30 – 16.00	Quick, specific feedback on G-Classroom
16.00 – 16.30	Social Zoom (once a week)