

# Edwalton Primary School



## Remote Learning Policy

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## Remote Learning Policy

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### 1. Rationale

This policy has been written to support The Flying High Trust school communities throughout the Covid-19 Pandemic and will set out clearly overarching trust expectations for staff, parents, and children during this time.

Schools are expected to have a clear plan in place to deliver remote learning provision. This may be for individual pupils who must isolate, following the closure of class bubbles, in response to local restrictions or following full/partial national lockdown.

Each school has their own Remote Learning Offer displayed on their school website, which is tailored to their individual needs and circumstances, but which is shaped by this policy.

### 2. Trust Remote Learning Principles

The Trust principles have been written to align with DfE expectations. The Trust remote learning offer is a research based, hybrid approach which has been built around the following principles

- No child should be disadvantaged by our offer
- Teachers teach, parents are partners
- Enables a balance of quality provision and the support of staff wellbeing
- Monitoring of engagement is rigorous, and bespoke intervention is swift to prevent widening of the attainment gaps
- A daily element of face-to-face interaction to support well-being and engagement (pre-recorded and live)
- The offer in the classroom replicates the remote offer (enabling children to move between the two if needed)
- Children with SEND and those categorised as disadvantaged have their needs effectively met to ensure they continue to make progress

- Selection of the right tool for the right job is driven by the learning focus and is responsive to the pupils needs and feedback
- Continuation of the ambitious, planned curriculum with clear sequences of learning
- Basics skills and knowledge within the core subjects are identified and prioritised
- The structure (*lesson design model*) and features (*clear explanations and modelling, questioning, scaffolding and feedback*) of Quality First Teaching are vital wherever the learning is taking place
- Feedback is planned for and used effectively to adapt teaching, secure understanding and consolidate learning
- The learning gained from providing remote education will be embraced as an ongoing CPL opportunity to continually improve the quality of provision across the Trust

### **3. Remote learning responsibility**

All schools within the Trust will deliver the remote learning offer through a nominated digital platform. At Edwalton Primary School the platforms are Tapestry (Foundation), Class Dojo (KS1) and Google Classroom (KS2).

In response to the DfE expectations the member of the senior leadership team responsible for remote learning is Dan Graney (AHT), supported by Nikki Middleton (AHT).

### **4. Hybrid Approach**

Schools will offer a hybrid approach which has been based on research to enable us to deliver our remote learning offer.

The hybrid approach will include a combination of the following:

- Pre-recorded lessons e.g., loom recording over presentation slides
- Commercially produced materials
- Physical paper packs sent out to children
- Use of live streamed session to provide feedback, support, inputs to small groups or classes
- Streamed live lessons

All schools will provide this range of opportunities but not necessarily all of them every day, but neither will there be an over reliance on just one method of delivery. Teachers will pick the approach that best meets the needs of their children and of the learning opportunity they are delivering within each session, being mindful of maintaining high levels of engagement.

The hybrid approach has been developed from the Trust Principles above and taking into the following considerations:

- To provide flexibility to enable children to engage and parents to support their children.
- To support the pace of the learner and provide opportunities to pause and review
- To increase levels of engagement and connectivity to prevent the attainment gaps widening
- To utilise high quality existing resources, where appropriate, rather than recreate from scratch
- To provide a range of meaningful assessment and feedback opportunities

Pre-recorded lessons can be a powerful tool to aid children in their learning. This allows teachers the opportunity to focus their full attention into the quality of the lesson, their explanation, and the examples they are giving. Some of the benefits will include:

- Where new learning is being introduced or a challenging concepts being presented children can 'rewind' and revisit as many times as they want.
- Children can progress at their own pace of learning
- Provides flexibility where connectivity is poor
- Some children benefit from watching the material in smaller more digestible chunks
- Some children may be more engaged with the pre-recording rather than with a live session

We recognise that live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. The use of live teaching is likely to be more effective, support pupil motivation and lead to better progress.

Live interaction between children and staff can take place in a number of ways and could include:

- Morning check-ins
- Focuses small group support
- 1:1 live support for targeted children
- Work focusing on a specific misconception
- Story time
- Delivering the input to the class
- Full lessons streamed live

[DfE Remote Education good practice](#)

## **5. Shared Expectations**

It is of fundamental importance that all pupils, staff and families within Flying High Trust schools share expectations with regards to remote learning. These have been considered alongside the DfE expectations (*italicised* text indicates Trust views)

- 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 so that pupils can progress through the school's *existing planned* curriculum.
- Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment, and feedback. *Ensure staff have sufficient training to use the digital platform effectively enabling to address remote learning expectations.*
- Overcome barriers to digital access for pupils by *auditing the school community and* distributing school-owned laptops accompanied by a user agreement or contract *and /or* providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. *School will engage with vulnerable families to decide if home or school provision best meets their needs.* As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors. *This process needs robust monitoring to identify children who may over time slip into this vulnerable group*

- Systems need to be in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern. *See Appendix 4 - Engagement Tracking example*
- School will consider how to transfer into remote education what we already know about effective teaching in the live classroom through providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
  - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
  - providing scaffolded practice and opportunities to apply new knowledge
  - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
  - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
  - avoiding an over-reliance on long-term projects or internet research activities
- All trust schools will have published information for pupils, parents and carers about their remote education provision on their website by **25 January 2021**
- *Ensure that the provision meets expectations for remote education and effectiveness is reviewed.* [DfE Review your remote education provision](#)

## 6. Engagement

All schools to have systems in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.

As set out in the [guidance for full opening](#), schools should monitor and robustly track pupil engagement of remote education provision.

Schools should ensure their engagement tracker is completed (see Appendix 4) in line with the Trust agreed *graduated response* expectations (Appendix 5 – Engagement Protocol: Graduated Response)

## 7. Curriculum

It is a Trust wide approach that schools' remote curriculum is based on a continuation of the long-term school curriculum planning already in place and based on a structured daily timetable. The school remote curriculum should consist of a cohesive learning sequence covering a wide range of subjects over time culminating in a broad and balanced offer.

Schools should plan a Remote Learning curriculum with the following minimum daily time allocations:

- **KS1** – 3 hours
- **KS2** – 4 hours

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

- Ensuring pupils/students receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills
- Enabling pupils/students to receive feedback on how to progress

Research has significantly influenced the Trust lesson design model which is as follows:

- **Reactivate**
- **Teach, Facilitate, Model**
- **Learn Together**
- **Independent Learning**

### **Providing Feedback**

Pupils need to receive timely and frequent feedback on how to progress. Assessment is used to ensure teaching is responsive to the pupils needs and addresses any critical gaps in knowledge.

To ensure feedback is effective:

- Children need to engage in their learning
- Teachers need to assess the learning by receiving feedback from the children
- Teachers need to provide feedback to the children to keep the learning on track

## **8. Equality of Access and Support for SEND**

*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 - for pupils with SEND, their teachers are best placed to know how to meet their needs*

[Guidance of Full Opening \(DfE\) - Remote Education Expectations \(DfE\)](#)

We are passionate about equality and equity. In the event of self-isolation, partial or full school closure we need to work with each and every individual family to ensure equality of access. For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. Schools will remain responsible for the coordination of the provision. In the event of the provision not being available schools will use their best endeavours to seek alternatives.

As a school we will continue to follow the SEND graduated response using the assess, plan, do and review cycle.

Please see appendix 6 for advice on supporting children with SEND at different tiers during partial closure.

## **9. Safeguarding**

*Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's staff behaviour policy (sometimes known as a code of conduct) will apply.*

DfE Guidance for full opening of schools

- Schools must review the child protection policy (led by the designated safeguarding lead) to reflect the move to remote education for most pupils.
- Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education.
- Schools must adopt the up to date (COVID-19) addendum (provided by the Trust) and amend to the context of the school. All staff working in the school are aware of and sign to say they have read and understand the addendum. This includes governors.

A suite of documents has been created to support the safeguarding of children during remote learning.

Appendix 7 - Protocols for pre-recorded videos

Appendix 8 - Getting ready for live streaming - Preparation/Planning/Implementation

Appendix 9 - Getting ready for live streaming - Parent/carer/pupil agreement

Appendix 10 - Getting ready for live streaming - Protocols

Appendix 11 - Getting ready for live streaming - Checklist

## **10. Personal data and GDPR**

All staff are expected to follow school policy when managing personal data and staff must consider the issues described below.

The principles and approaches set out within school data protection, privacy and GDPR policy documents must continue to guide practice during the delivery of remote teaching.

Staff are reminded to:

- Take care not to share staff or pupil data whilst screen sharing
- Take care not to share contact details when emailing multiple people
- Be careful when sharing usernames and other personal data for access to online resources
- Ensure that they provide access to school data systems safely

Flying High Trust is fully compliant with the requirements of the General Data Protection Regulation which came into effect in May 2018. Data held and processed by the partnership is done so in line with the requirements and is stored securely, used for its intended and lawful purpose and disposed of securely in line with retention regulations.

For full details please access the Data Protection Policy and Privacy Notices available on our website via this [link](#)

## **11. Continuing Professional Learning (CPL) Offer**

CPL gives teachers the chance to reinforce existing skills, as well as learning new ones and is essential as we continue to deliver learning remotely with increasing effectiveness.

The [EEF's rapid evidence review into Remote Professional Development](#), has 5 'key findings and implications'. Number 5 is as follows:

*Remote professional development requires supportive school conditions (support from leaders, protected time, tech-specific training, platform ease of access)*

In other words, the key ingredients that make CPL effective apply for remote CPL too. A good reference point for effective Professional Learning are the [DfE Standard for Teachers' Professional Development](#). Their recommendations are as follows:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership

In order to achieve these outcomes Trust schools will conduct ongoing monitoring, evaluation, and quality assurance of its remote provision to identify strengths and areas of development. Once identified the individual schools will share the strengths and address any areas for development e.g., providing staff with opportunities to develop high quality remote teaching through self/paired reflection using the 'top tips', staff meetings to review provision, SLT reviewing the quality of the remote learning and providing developmental feedback.

To further support the development of high quality remote learning the Trust will provide a suite of provision. Including:

- Regular updates and advice through the Education Briefings
- Teach Meets
- Remote Learning focus within Networks
- Access to the Remote Learning Directory - Remote Learning Directory
- Curriculum leads to share remote learning resources
- National College resources

## **12. Links with school based policies / premiums**

This policy is linked to:

- Attendance Policy and any coronavirus addendum
- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Code of Conduct
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- SEND

In addition the following school based 'premiums' will also be linked:



- Catch-Up Strategy
- Pupil Premium Strategy

### 13. Appendices

Appendix 1 - Expectations for Parents & Children

Appendix 2 - Top Tips Pre-recorded Lessons

Appendix 3 – Managing and Addressing Misconceptions Following Feedback

Appendix 4 - Engagement Tracking example

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Appendix 7 - Protocols for pre-recorded videos

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### Appendix 1 – Expectations for Parents & Children

#### Expectations for Parents

*Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an [optional template](#) is available to support schools with this expectation*

[Guidance of Full Opening \(DfE\) - Remote Education Expectations \(DfE\)](#)

**Children are expected to engage in the school remote learning provision daily.**

**Parents:**

**Routines**

- Keep to usual school daily routines – getting up/bedtimes
- Set up a 'usual' remote learning timetable that includes breaks times

**Readiness to learn:**

- Choose a place that is quiet and free from distraction for your child to learn
- Follow usual online safety rules for digital devices
- Ensure all resources are available e.g. pencils, paper

**Respond to need:**

- Check in with your child at points during the day
- Contact school if you have any issues or concerns

Have a look at <https://www.acs-schools.com/parents-guide-distance-learning> for more in-depth guidance and expectations.

**These are some ideas for you to adapt according to the context of the school and needs of the parents – keep it simple**

#### Expectations for Children

**Your school motto or quote to set the tone**

'Never stop learning because life never stops teaching'

**Pupils:**

**Basics:**

- Get up, get dressed and be ready to learn
- Have your water bottle and a snack nearby
- Make sure you have everything you need e.g. pencils and paper

- Complete the remote learning that has been set
- If you are stuck ask your teacher using Tapestry (Foundation), Class Dojo (KS1) and Google Classroom (KS2).

#### **Behaviour for learning:**

- Enjoy the challenges
- Be attentive during learning time
- Make sure you follow our school online safety rules
- Have a go at working on your own
- Treat others with respect and kindness
- Capture your successes and think about next steps

#### **Brilliant work:**

- Make sure you have done what your teacher has asked
- Have pride in your work and present it to the highest standard
- Check your work before submitting it to your teacher

**These are some ideas for you to adapt according to the context of the school and needs of the parents – keep it simple**

### **Appendix 2 - Top Tips Pre-recorded Lessons**

See Appendices folder

### **Appendix 3**

#### **Managing and Addressing Misconceptions Following Feedback**

- Clarity of **modelling** – step by step with an appropriate **pace** for the intended session – **different to the lesson** – this session is in response to feedback from the lesson.
- **Everything that is shown is talked about and everything that is talked about is shown.**
- The power of **repetition** and the **preciseness** of language.
- Giving the answer and explaining why it is the answer – **modelling the process.**
- **Teacher asks...** Accepts and **echoes** an imaginary answer.
- **Let the point be the point.** Giving the children the answer to the calculation so they can focus on the structure of the problem.
- **Making thinking explicit** and **drawing attention** to the **relevant** part of the **model** – muttering author, use of the laser pointer.
- **Focus** in on the **specific misconception.**
- Making **connections** between the **thinking, modelling** and original **question.**
- Offering **multiple** possible **answers** to **guide thinking.**
- Give children the **opportunity** to **show** the **misconception** has been **clarified.**

#### Appendix 4 - Engagement Tracking example

See Appendices folder

#### Appendix 5 – Engagement Protocol: Graduated Response

See Appendices folder

#### Appendix 6 - Inclusion During Partial Closure

See Appendices folder

#### Appendix 7 - Protocols for pre-recorded videos

### Trust Remote Learning Protocols for Pre-recorded videos

**General protocols for pre-recorded videos created by school – please ensure all staff refer to these when recording videos**

- The member of staff to consider where the lesson is taking place. Blur the background or choose a different background.
- Continue to follow school code of conduct, following working practices expected in schools, whilst working at home eg: dress code.
- Prepare the lesson, ensuring that only the windows being shared are open on the computer.
- If there is the possibility that the children will be in the video, ensure permission is obtained from parents /carers
- When pre-recording a video and referring to the children, use only first names.
- When pre-recording videos, consider where the video is being hosted – **ensure privacy settings are being used and**

-Video is not downloadable

-Comments are disabled

-Video is password protected and only shared with the children via email/platform and not publicly available

-Video is not in the public domain

#### Appendix 8 - Getting ready for live streaming- Prep/Planning/Implementation

### Getting Ready for Live Streaming

- **Preparation**
- Send out agreement to parents – gain consent and inform them of the school’s approach
- Share teacher agreement – gain consent from the parent
- Upload the full agreement to the school’s website
- Update the school e-safety and internet usage policy to include the use of live streaming
- Personalise the pupil agreement for your school
- Organise usernames/passwords. Send out information with the pupil agreement
- **Planning**
- Provide support and CPD for staff to be confident in the use of the platform
- Consider how live streaming will be used to enhance the current remote learning offer

- Consider the timetable for live streamed sessions – multiple children in one household
- Share the timetable with the children and parents/carers
- Plan and practice the session before delivery
- Start small and purposeful
- **Implementation**
- Schedule meetings through Teams
- Review the checklist prior to starting each meeting
- Use the first session to set expectations and take the children through the tools that will be used throughout the sessions
- Deliver live sessions
- Continually review and adapt

## Appendix 9 - Getting ready for live streaming Parent/carer/pupil agreement

### Live streaming agreement

#### Pupils agree...

- I understand that the online platform is an extension of the classroom and I will behave as I would in school.
- I will take part in my online session in an area that is safe, quiet and free from distractions, preferably not a bedroom.
- I will be on time for my online session.
- I will make sure I have all the resources I need for the online session.
- I will be dressed appropriately for my online session.
- I will blur my background throughout the session.
- At the start of the session, I will mute my microphone and turn my camera off.
- I will use the 'raise hand' feature to show that I want to speak.
- I will only unmute and turn my camera on when my teacher tells me to.
- When contributing to the chat my comments will be relevant, kind and respectful because they can be seen by all the people in the session.
- I will remain focused during sessions.
- I will interact patiently and respectfully with my teachers and peers.
- I will not record or take any photos/screenshots during the online session.
- I will not use any of the 'tools' unless I am asked to by the teacher.
- I will leave the session when my teacher tells me to.
- When I am posting photos of my learning, I will always check with my parent/carer before uploading a photo, and I will try to make sure my photo is of the learning and does not include anyone in my house.


#### Parents/carers agree...

- I will be present at the start of the lesson, support my child to be on time and have all the relevant resources needed for the online session.
- I will make sure the online session takes place in an appropriate area, for example, somewhere quiet, preferably not in a bedroom and in a place with minimum distractions.
- I will make sure my child and other members of the household are aware the online session is happening.
- I will make sure members of the household are wearing suitable clothing if there is the possibility of them appearing on the session.
- I will adopt the same conversation and language expectations in the online session as normal school conduct and ensure family members adhere to this.
- I will supervise my child's internet use and online learning – making sure I am aware of what they have been asked to do and the online resources they need to access.
- I will not record, take or share photos/screenshots from online sessions.
- No details of the meeting will be shared or retained and no comments will be posted on social media.
- If I have any concerns about the session I will discuss these after the session with the teacher or contact the Headteacher.
- If a member of staff calls/live online video calls to speak to my child, I will check that I know who they are, speak to them before my child and stay in the room during the conversation.
- I understand that any safeguarding issues which arise from the meeting will be reported following the school's Safeguarding Policy and Procedure.

#### School/teacher agrees...

- I will be dressed appropriately for the online session.
- I will blur my background throughout the session.
- I will make sure I have all the resources I need for the session.
- I will be on time for the online session.
- I will host the online session in an appropriate environment, quiet and free from distractions.
- I will only use the schools agreed online platform for the online session.
- I will only use my school email/log in details and the child's email/school log in details. No personal information will be shared.
- I will remind children of the expectations from the checklist at the start of each session and register pupils that attend the session.
- I will give prior notice, through a weekly timetable to parents/carers of the time, subject and length of any online sessions and the resources the children will need.
- If I have any concerns about the child (or other members of the household) using unsuitable language, dress or location the session will be ended for the child. Concerns will logged and passed on to the Headteacher/SLT member to be followed up.
- If I make a phone/live online video call, I will speak first with the parent/carer to check they are aware of the call. The parent/carer must stay in the room for the duration of the call.

## Appendix 10 - Getting ready for live streaming protocols



# Live Streaming Protocols

Dear Parent/Carer,

Please read the protocols below and complete the form.

Thank you

1. When pupils are accessing live video streaming with school...

- I will be present at the start of the lesson, support my child to be on time and have all the relevant resources needed for the online session
- I will make sure the online session takes place in an appropriate area, for example, somewhere quiet, preferably not in a bedroom and in a place with minimum distractions.
- I will make sure my child and other members of the household are aware the online session is happening.
- I will make sure members of the household are wearing suitable clothing if there is the possibility of them appearing on the session.
- I will adopt the same conversation and language expectations in the online session as normal school conduct and ensure family members adhere to this.
- I will supervise my child's internet use and online learning – making sure I am aware of what they have been asked to do and the online resources they need to access.
- I will not record, take or share photos/screenshots from online sessions.
- No details of the meeting will be shared or retained and no comments will be posted on social media.
- If I have any concerns about the session I will discuss these after the session with the teacher or contact the Headteacher.
- If a member of staff calls/live online video calls to speak to my child, I will check that I know who they are, speak to them before my child and stay in the room during the conversation.
- I understand that any safeguarding issues which arise from the meeting will be reported following the school's Safeguarding Policy and Procedure.

*By submitting this form, you are giving consent for your child to take part in live streaming sessions, their name to be shared within the meeting and their face shown on screen to other members of the meeting. I agree to the above protocol and to make sure my child follows the pupil agreement.*

☐ I agree to the above protocols

## Appendix 11 - Getting ready for live streaming checklist

### Checklist for teachers hosting a live streamed session:

- ☐ I have scheduled the meeting through teams
- ☐ I have fully prepared the lesson and all resources I need are open on my screen or to hand.
- ☐ I have made sure the background is blurred
- ☐ I am dressed appropriately for the online session
- ☐ I will start the session 5 minutes before the scheduled time
- ☐ As children are being admitted to the meeting, I will check I have consent for them to join
- ☐ I will admit the children to the session at the scheduled start time
- ☐ I will do a register to check attendance at the session
- ☐ I will check that all children are muted and if not MUTE ALL
- ☐ I will check that all of the children's cameras are off
- ☐ I will go through the expectations below with the children
  - Keep your camera off unless asked to turn it on
  - Remain muted unless asked to unmute
  - If you want to contribute use the RAISE HAND tool
  - Only use the chat when invited to do so by the teacher
  - Photos, screenshots, emojis, gifs or memes will not be used unless you are instructed to
  - Remind the children to be patient, kind and follow your school rules
  - Remind the children that the online session is an extension of the school classroom
- ☐ Keep an eye out for children raising their hands, the record icon and comments in the chat
- ☐ I know what to do in the event of any inappropriate behaviour
- ☐ At the end of the session, I will wait for all the children to leave the meeting. I will then select  
END MEETING