

Gillespie Primary School



Remote Learning Policy October 2020

1. Introduction

The development of a remote learning policy for Gillespie School is a key part of our contingency plan for Lockdown or partial lockdown in the case of Covid-19 outbreaks. The policy covers different situations and outlines a commitment to improve our school offer so that high quality, on-line resources can be used as part of our overall teaching and learning provision.

2. Aims

This Remote Education Policy aims to:

- Set clear expectations of pupils, parents and teachers when learning from home is necessary
- Provide guidance on how high quality remote education resources can be accessed and used effectively.
- Explain how progress will be evaluated and feedback given as part of a process of effective communication between home and school.
- Consider the individual learning needs of all pupils including children with SEND
- Consider continued education for staff and parents so that children are well supported in their remote learning.

3. This Policy applies to

- A child who is absent because they or a sibling or family member have tested positive or 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.
- Children whose bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Whole year groups in the event of a more widespread lockdown.

4. Content and Tools to Deliver This Remote Education Plan

The main learning platform used consistently across the school for live and recorded teaching sessions will be Google classroom. Other key platforms, tools and resources include:

- EYFS & Year 1 Google Classroom to set work and Google Meet/Zoom for live/recorded sessions
- Years 2-6 Google Classroom to set work and then either Google Meets or Zoom for live lessons.
- Purple Mash, My Maths, Language Angels, LGFL, BBC Bitesize, National Oak Academy.
- Phone calls and e-mails between school and home

- Printed learning packs
- Physical materials such as writing/maths books, whiteboard and pen, storybooks, writing material.

Details of what children and parents can expect of the content, format and timetabling for remote learning can be found at the end of this policy.

5. Preparing for Remote Learning

Gillespie School will ensure that:

- Teachers have professional development time set aside for training in the use of Google Classroom, Purple Mash and Zoom.
- Pupils are taught how to use Google classroom and receive lessons that build up their confidence and experience during computing lessons and class lessons.
- Parents and carers are prepared in advance for the continuity of education including guidance on use of platforms including Google classroom and Purple Mash
- During this year, children are set some homework via our on-line platforms to consolidate and embed the use of remote learning and technology. This will enable us to check the efficiency of this way of working and to troubleshoot any problems.

6. Home and School Partnership

Gillespie School is committed to working in close partnership with families. We recognise that each family is unique and will experience remote learning in its own particular way.

We will provide instructions for parents via our website on how to use Google Classroom, Purple Mash, London grid for Learning (LGFL) as appropriate. Where possible, we will provide personalised resources.

Parents can expect teachers to seek to maintain consistent and regular communication with families and to consistently provide feedback on work when children are working remotely from home

Where possible, it is beneficial for children to maintain a regular and familiar routine. Gillespie Primary School will recommend that each 'school day' maintains structure and has a daily and weekly timetable

We expect parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, encouraging them to work with good levels of concentration.

Staff can expect parents with children learning remotely to make the school aware if their child is sick or otherwise cannot complete work.

Staff can expect pupils working remotely to be ready for active learning and to seek help if they are finding it difficult to understand or complete work.

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

All children are taught how to use computers safely at school, which includes e-safety rules. This expectation applies when children are working on computers at home.

If there is a concern around the level of engagement from either home or school we will seek to work together to resolve any issues

Parents are reminded to be respectful when raising any complaints or concerns with staff.

7. Roles and responsibilities

Teachers

Gillespie School will provide necessary training for staff to enable them to use Google Classroom and other platforms effectively.

When a whole class/bubble is absent and teachers are providing remote learning to all, they will normally be available to their class during usual school hours. Teachers will notify parents of any changes to their available hours and inform them of the times at which they are available for email or telephone contact with families.

If class teachers are unable to work for any reason during a period when their class is learning remotely from home, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. Replacement teachers, if not school-trained staff, will be supported to enable them to use the agreed school learning platforms.

When providing remote learning, teachers are responsible for:

- Setting work:
- Providing feedback on work:
- Keeping in touch with pupils who aren't in school and their parents:
- Notifying the SLT of any lack of engagement from pupils or parents. Notifying the SLT of complaints or concerns shared by parents. Notifying the DSL of any safeguarding concerns.

Teaching Assistants

During the school day, teaching assistants allocated to a class, which has been sent home, will be expected to carry out tasks as directed by a member of the SLT

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including regular monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular conversations with teachers and subject leaders and by reviewing work set. They will also actively seek reaction or feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring the wellbeing of staff

Designated safeguarding lead

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

Inclusion Lead

Is responsible for ensuring that pupils with Education Health Care Plans (EHCP) continue to have their needs met while learning remotely by liaising with parents, teachers and other relevant staff and outside agencies

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
- Monitoring staff workload and wellbeing through regular discussion with senior leaders

8. Links with other policies

This policy is linked to our:

- Child Protection Policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety policy

Appendix 1:

Delivery of home learning when a whole class is taught remotely:

KS1 and KS2

- Children need to see their teachers daily via Google meet or Zoom. This is an expectation across all year groups.
- A weekly timetable will be provided to enable families to follow a daily and weekly routine
Maths and English lessons will be provided daily (live for those children who can join, or a recorded link for those who can't join) The 'live' maths lesson can be a structured input and then children can be directed to The White Rose scheme where videos, PowerPoints and work is provided. Teachers can go over any problems children had during the live session the following day or from the work that is submitted.
- Maths and English work submitted will receive feedback according to arrangements made in the timetable
- Science and Foundation subject work will be set weekly in the afternoon and feedback provided by the next lesson

- Teachers will communicate with parents via work e-mail

EYFS Nursery and Reception classes

- A weekly plan sent on a Monday morning with daily activities for the following areas of Learning:
 Maths
 Communication and Language/Literacy
 Knowledge of the World
 Expressive Art and Design/ Music
 Funky Fingers (Fine Motor /Gross motor skills)
 Personal Social Emotional Development - discussing feelings and emotions using visuals and stories
 Singing Nursery Rhymes with live Piano Zoom session for Nursery and Reception.
- Parents email class teachers to share children's achievements and ask questions. Teachers to respond accordingly.
- live (& recorded) sessions on google meet .Each session to be kept to a maximum of 15mins. Weekly sessions on :
 Phonics (Phase1/phase 2)
 Literacy /story
 Maths challenge
 Music/singing
 Expressive Arts and Design
 Follow up activities for the above sessions for parents to do with their child at home e.g. listening walks for Phonics/ Number Hunt for Maths
- Children to use paper work booklet for mark-making, letter and number formation booklets and a range of practical activities to support learning and development at home.
- Weekly plan to advise that children do as much physical activity in the home and outside as is possible

Appendix 2:

Delivery of home learning when a child is self-isolating and the class teacher is teaching at school:

Children will be provided with blended learning packs to enable them to follow as much as possible the same lessons as their class. Live lessons will not be possible but children will be given on-line or paper based work aligned closely with the learning of their peers.

- Teachers will check in regularly with the family to support and give feedback on tasks set

Appendix 3:

Improving I.T. infrastructure

Gillespie School will seek to upgrade hardware and software to enable more flexible use of on-line platforms during the school day to support:

- Individual children who are self-isolating at home to access some live teaching when the rest of the class are learning at school.
- Classes and children at home to access school assemblies and events.

