

Remote Education Policy

Related Documents and Policies:

Remote Learning Approach (publ. School Website)

Business Continuity Plan

Online Safety Policy

Acceptable Use Policy

Digital 5 a Day

1. Statement of School Philosophy

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

The following policy is to support us in meeting each of these factors through an efficient, effective approach to remote education that is consistent, achievable and sustainable for school and home.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who aren't in school through use of effective online and offline resources and teaching videos
- Provide clear information to members of the school community about the school's approach to delivering efficient and effective remote learning
- Ensure continuous delivery of the school curriculum, as well as support for motivation, health and well-being
- Recognise the requirement for professional development and staff training so that staff can deliver the remote learning to a high standard
- Support effective communication between the school and families and aid participation in the remote learning

3. Who is this policy applicable to?

i) Scenario 1

A child (*and their siblings if they are also attending Canonbury Primary School*) 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 learning as normal.

In this scenario the Class Teacher will provide 3 days' work in the first instance, via ClassDojo Learning Platform and/ or in hard copy according to parent/carer preference:

- a pack of work that supports key objectives for number, grammar, spelling
- learning from current lessons, where it can be accessed independent of classroom teaching
- topic work such as a linked home learning project

The school office team will:

- call the parent to ask if they want to access the learning online, via a printed pack, or both
- arrange for safe delivery or collection of printed work and other resources, as appropriate

ii) Scenario 2

a) A child is not permitted to attend school for 10 days because they, or another member of their bubble, have tested positive for Covid-19.

b) A teacher has both tested positive and is sick - the whole bubble is not permitted to come to school.

In this scenario the school will

- Communicate with parents and carers (see Appendix 2) with information about remote learning provision in English, Maths and the wider curriculum
- provide printed packs for families without or with limited computer access (managed by Phase Leader in consultation with parallel teacher)
- arrange for safe delivery or collection of printed work and other resources, as appropriate

iii) Scenario 3

a) A year group bubble is not permitted to come to school because a child/children/Teacher has tested positive, but the Teacher is fit to work

b) There is a lockdown where the school is instructed to close.

In this Scenario, the school will implement the Remote Education Plan below.

4. Remote Education Plan for Scenario 3

i) Content and Tools to Deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2
Canonbury Home Learning worksheets/activities created and posted by teachers
Tapestry (EYFS)
Class Dojo (Y1-Y6)
Islington Online Remote Learning Provision where available
- Use of pre-recorded instructional videos by Canonbury teachers
- Regular live class contact sessions and teaching via video conferencing platform
- Use of Class Dojo Portfolio /Tapestry to give feedback and support pupils and parents
- Phone calls home
- Printed learning packs
- Physical materials such as story books, writing tools and exercise books
- Use of video lessons from White Rose, LGfL, Oak Academy;
- Other online resources from e.g. BBC Bitesize, , LGfL, DoodleMaths, Mathletics, Teach your monster to read, Canonbury Librarian Story Videos

Class Teachers invite parents and carers to register with their classes on ClassDojo and Tapestry.

ii) Home- School Partnership

Canonbury Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will need to suit their individual needs.

Canonbury Primary School will provide a refresher online training session and induction for parents on how to use online platforms as appropriate and where possible, and provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' has structure. The Canonbury Home Learning routine of 3 lessons per day (Scenario 3) and Islington Remote Learning Pack (Scenario 2) are designed to support this approach.

We encourage parents to support their children's learning by

- finding an appropriate place to work
- support children with work as much as they can
- encouraging them to work with good levels of concentration.

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

We would encourage parents to follow the 'digital 5 a day' framework, which provides practical steps to support a healthy and balanced digital diet (see Appendix 1).

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.

iii) Roles and Responsibilities for Delivering this Remote Education Plan

Teachers

Canonbury Primary School will provide a refresher training session and induction for new staff on how to use Class Dojo / Tapestry, Zoom and Loom.

When providing remote learning, teachers must be available between 8:30-4:30 (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 in years 1-6 will set work for the pupils in their classes:
 - 4 lessons and pieces of work per day in English, Maths and Wider Curriculum
 - The 4 pieces of work will be shared by 9:30 am on ClassDojo
 - The work set should follow the usual timetable for the class had they been in school, wherever possible: Reading, Writing, Maths in the morning, wider Curriculum lesson in the afternoon. Music, Art, MFL teachers will provide one weekly lesson for each class

Teachers in Nursery and Reception will set educational activities on Tapestry

Demonstrating the learning :

- Teachers in Years 1-6 will record an instructional video for Maths, English and one wider curriculum lesson , modelling the knowledge and skills to the pupils using

whiteboard/flipchart and aids to scaffold the learning, such as educational equipment and visuals. Where appropriate, teachers should indicate common misconceptions and address them to aid understanding. The video should be posted on ClassDojo. Videos should be a mixture of demonstration using whiteboard and concrete resources (to provide clear scaffolding) and 'screen recordings' using Loom (to provide a broad and rich range of visuals and content)

- Providing feedback on work:

Years 1-6:

- Parents/carers should submit all 4 pieces of daily work via ClassDojo Portfolio. This can be done by posting the pages completed using the ClassDojo Worksheet function, or by posting a picture of the work in the exercise book.
 - Teachers should review all 4 pieces of work each day and post a motivational comment via ClassDojo Portfolio by the following day.
 - Teachers should give individual success and improvement feedback for one key piece of English and one key piece of Maths work per child per week, as a minimum, based on success criteria (this work may sometimes be linked to wider curriculum topics).
- Leading 2 class Zoom sessions per week with the purpose of providing the children with opportunities to interact socially, share appropriate experiences and feelings, and connect as a community, via structured talk, games, activities.

Nursery and Reception:

Teachers and TAs will post substantial feedback to each child at least once a week. This will include:

- Linking the child's home learning to the EYFS curriculum assessment
 - Commenting on progress
 - Suggesting next steps or providing a challenge for the child.
- Keeping in touch with children who aren't in school and their parents/carers:
 - Teachers should aim to speak to each child via the parent/carer main number on a rolling two-week basis. If the parent/carer does not answer, the teacher should leave a message to say they called and to message them on ClassDojo/Tapestry with some times they can call again. If the parent/carer does not respond, the teacher should wait until the next two week period to call again, unless they have a concern with contact and engagement on ClassDojo/Tapestry
 - If there is a concern around the child's engagement or participation in the learning, the teacher should contact the parent/carer by telephone to find out if school intervention can support them. If they cannot reach the parent/carer they should refer to Jo Davey, Deputy Head, Inclusion and Safeguarding
 - Parent/carers should contact the Class Teacher via ClassDojo/Tapestry messaging with enquiries about the remote learning
 - For other enquiries, parents/carers should email admin@canonbury.islington.sch.uk – this email address will be monitored by the Office Team throughout the day.
 - 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 DSL

Teaching Assistants

Teaching assistants must be available during their working hours.

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 their working hours, Teaching Assistants should complete tasks as directed by their Class Teacher and where appropriate a member of the SLT, for example supporting the communication and feedback for pupils on ClassDojo, providing interventions for identified pupils, contacting families to check in on well-being and offer appropriate support.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Recording regular video assemblies for phases or whole school, as appropriate, to post on ClassDojo School Stories

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.

Computing Lead

is responsible for:

- Training and supporting staff to use ClassDojo effectively
- Helping staff with any technical issues they're experiencing and referring them to Islington Helpdesk where appropriate
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

The SENCO

is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Deputy Head and Inclusion Lead and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

The School Business Manager

- 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.

Children and Parents

Staff can expect children learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they are 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 issues or concerns known to staff

Children and Parents in Years 1-6 should use ClassDojo to :

Comment:

- like the post of a teacher in the Class story.
- comment on a Class Story post with a positive comment.
Example: 'It's fantastic seeing the great work everyone is doing!'

Portfolio:

- Children should post all their daily classwork to their teacher using Portfolio, so that the teacher can review the work and give feedback
- Any work that is submitted to the Pupil's portfolio will only be accessible by the Class Teacher, Senior Leaders and the connected parents to that child's account.

Send Messages:

- Message your child's teacher if you want to share something positive from home or congratulate your child on something they have done for school work.
- Message your child's teacher if you have a small query or would like to find out something simple
- Do message your child's teacher on Class Dojo if your child has any minor worries, for example:
 - I found it hard to find home learning for Monday. Where can this be found?
 - How can I see the work my child has submitted to Class Dojo?
 - Where do I find the Class Story?

Parents and Carers in Nursery and Reception should use Tapestry to:

- Post videos, photos and comments in the form of "observations" in their child's online Tapestry journal

- message their child's teacher in the form of a comment posted on their child's Tapestry journal
- Share ideas with other parents through the Reception Child Everyone/Nursery Child Everyone link (optional)
- Respond to teacher comments

Governing Body

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

7. Links with other policies and development plans

This policy is linked to our:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Data protection policy and privacy notices
- Online Safety / Acceptable Use Policy
- End User Agreements for ClassDojo

Appendix 1

Digital 5 a Day

The 5 A Day advice is:

- 1 Connect: Message, have fun and play with friends and family both online and offline.
- 2 Be active: Take some time off and get active - movement helps boost emotional wellbeing.
- 3 Get creative: Don't just browse the internet but use digital tools to create content, to build new skills and discover new passions.
- 4 Give to others: Be positive online, report bad content and help others to balance their own 5-a-day.
- 5 Be mindful: If time online is causing stress or tiredness then take some time off and ask for help when you need it.



Appendix 2

Phone Call Checklist for Scenarios 1 and 2

Office Telephone Call Content – sending a child home with possible symptoms

First Call

1. X has been coughing a lot for more than an hour. This is one of the three possible symptoms of Coronavirus.
2. Please can you collect x straight away. We are looking after x in the medical room
3. We will call you again after you have collected x to talk about testing, isolation and home learning.

Second call:

4. X must self-isolate for 10 days and household members/siblings for 14.
5. We ask you to get a test – if the test is negative x and sibling can come back to school – you normally get results within 48 hours of the test so that means they would only miss 3 days of school.
6. There is a walk in centre at the Sobell Centre – you have to book first, you can't just go - to do this dial 119 – they will tell you if you can go to Sobell or an alternative.
7. I am going to email you
 - our 'Covid-19' symptoms page from the website which has links to more information.
 - our remote learning letter which tells you what we will do to provide work for x (and sibling) if they are well, while they are at home
 - Do you have a computer that your child(ren) can use for home learning?
 - Do you want the work to be printed?
 - Do you have your child's homework book and writing materials?

After the call, inform:

HT, DHT, SBM, Class Teacher and Phase Leader

Teacher will:

- provide work according to Remote Learning Policy scenario
- communicate via classdojo with parent/child

Phase Leader will:

- monitor that Remote Education Policy is being implemented effectively in each case

SBM will:

- monitor that the communication and sending out of work is happening effectively

Symptoms:

- **a high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- **a new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- **a loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal