

Great Sankey Primary School



Remote Learning Policy

September 2020



'Together We Learn and Grow

Date of policy: 18.09.2020	Policy to be shared with governors, staff and parents
Updated 05.01.2021	Policy updated in light of January 2021 lockdown and new Remote Learning Government Guidance. Shared with governors, staff and parents.



Great Sankey Primary School

Remote Learning Policy

Intent

At Great Sankey Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many due to covid-19. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the protocols and procedures we will need to follow as well as address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

Implementation

At Great Sankey Primary, our remote learning will be delivered using Google Classroom as our online platform. Pupils and families are familiar with this resource as it is an intrinsic part of our educational offer. It is currently used as a means of communication with parents and as a platform to upload homework tasks and other forms of useful learning resources.

Where pupils do not have access to appropriate electronic devices (laptop, computer, tablet) school will operate a loan system. Parents will have been canvassed as to who needs to be part of this scheme.

It is important that the approach we take as a whole school is consistent whilst remaining flexible to meet the needs of the different ages and abilities of pupils. The approach we will take for a full bubble isolation or lockdown will differ from the approach we take for a pupil self-isolation. We will also be mindful of the health of pupils and families when needing to isolate.

It is expected that if pupils are well then they will attend 'school' each day via Google Classroom. If pupils are unwell, the normal procedures for reporting absence will take place and parents will be expected to ring into school to report the reason. Teachers must ensure that pupils are clear about the expectations and procedures around what will happen if needing to self-isolate or lockdown by talking to the pupils. Senior leaders will ensure parents are aware of the procedures in place for remote learning.

Bubble isolation and local / national lockdown:

In the event of a bubble isolation / local or national lockdown all learning will move online for those pupils.

It is expected that:

- Staff and pupils will be present for remote learning by 9.00 and cease their remote learning by 3.00 from Monday to Friday. This is with the exception of breaks and lunchtimes. It is an expectation **for all pupils to engage with remote learning** during these hours.
- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- Parents will inform school no later than 8.30 am if their child is unwell and unable to attend remote learning.
- The school will monitor absence and lateness in line with the Attendance Policy.

- The teacher will load a good morning message onto Google Classroom at 9.00 and the pupils in the class will respond with a return greeting so that the teacher knows they are present, this acts as a form of registration. Any absent pupils will be logged with the school office by 9.15.
- School staff will be available for online communication until 3.30 from Monday to Friday.
- School staff may not be able to respond straight away to communication online due to classroom teaching commitments in school.
- In the event of the class teacher being ill, the delivery of the learning will be supported by staff within the key stage team and a member of the Senior Leadership Team.
- The structure of the school day will follow the agreed timetables (see appendix 1) as closely as possible.
- The online learning for subjects will follow the school's normal long term plan curriculum offer as closely as possible.
- Teachers will plan and deliver high quality learning which will allow for the acquisition of new knowledge and skills, the retrieval of prior knowledge and the development of existing skills.
- Teachers will continue to apply Rosenshine's principles to their teaching and learning.
- Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND as well as providing challenges for higher attaining pupils. The school's SENDco, Curriculum Lead and Disadvantaged Pupils Lead will monitor this.
- Teachers will provide clear explanations of the tasks through delivering high quality lesson inputs and resources in a range of ways: pre-recorded lesson inputs by the class teacher, links to educational videos and tutorials, links to quality online teaching resources, workbook / worksheets resources as well as utilising live Zoom sessions to continue a sense of class community for some lessons. (See Appendix 2 for further clarification around this).
- It is not expected that pupils will learn by simply being allocated pages in a workbook or through being offered a link to a website, we recognise that quality teaching inputs by the teacher need to happen.
- Teachers will communicate live at least twice through the week using Zoom to maintain the class community. This could be for a class assembly or a lesson such as PSHE.
- Pupils will be expected to upload some pieces of work for feedback and keep some in workbooks / on worksheets to bring back to school when it is safe to do so.
- Teachers will be expected to offer feedback on some pieces of work where appropriate.
- Teachers will be expected to offer encouragement and positive praise to help to maintain pupil engagement and positive work ethic.
- In exceptional circumstances, the school may reduce its curriculum offer to enable pupils to cope with the workload. Senior leaders will assess the need on an individual basis and will keep the pupil's best interests at the heart of the decision making.
- Teachers will continue to make use of formative assessments throughout the isolation period through quizzes and other low stakes retrieval tasks.
- Teachers will be expected to check and monitor the levels of pupil engagement online at least weekly, and inform parents immediately where engagement is a concern.
- It is not expected that pupils be sat at the screen for the duration of the learning day, they will be able to access inputs via the Google Classroom and then complete some tasks on paper / in books. This is to ensure frequent screen breaks.

Pupil self-isolation:

In the event of a pupil having to self-isolate due to testing positive for Covid-19 or a family member testing positive in the household or as part of the track and trace system, the following will apply: (See Appendix 3)

- Online learning should commence as soon as the teacher is informed about the situation.
- It is an expectation for the pupil to engage with the learning offered each day.
- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- Younger pupils or pupils with SEN who are reliant on adult intervention for remote learning and whose adults within the family home are unwell, are not expected to engage with remote learning until they are able to do so.
- Learning will be uploaded to Google Classroom as closely aligned to the school's long term plan as possible.
- Where possible and if appropriate, teachers will try to utilise the class visualiser in order to deliver some live lessons to the isolating pupil. There will be instructions on the daily tasks accompanied by links to quality online teaching resources uploaded onto the Google Classroom to support the learning.
- The teacher will communicate with the pupil at the end of each school day.
- A teaching assistant will also support the daily learning and communication.
- A welfare call to the child and family will be made each week by the teacher.

Online safety:

This section will run alongside the school's Online Safety Policy

https://greatsankey-warrington.secure-dbprimary.com/warrington/primary/greatsankey/arenas/websitecontent/web/E-SAFETY%20POLICY%20JULY%202020-99706_unused.pdf

in order to ensure that pupils are safe whilst working remotely as well as to ensure that staff follow procedures and protocols when teaching online.

- When conducting pre-recorded or live sessions staff must ensure that they:
 - Communicate in groups – one-to-one sessions are not permitted.
 - There is another school adult present at the live session / in the room when recording.
 - Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of professional behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible.
- When participating in live sessions pupils must ensure that they:
 - Wear suitable clothing – this includes others in their household.

- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Have an adult in the vicinity.
 - Use appropriate language – this includes others in their household.
 - Maintain standards of behaviour expected in school.
 - Not record, store, or distribute video material without permission.
 - Always remain aware that they are visible and can be heard.
- The school will consider whether one-to-one sessions are appropriate in some circumstances, eg. To provide support for pupils with SEND. This will be decided on by the SENDco and senior leaders.
 - The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections and allows for audio and visual material to be accessed when required.
 - The school will communicate information around keeping safe online during remote learning to parents and pupils.
 - The school will direct parents to resources around keeping children safe online.
 - The teachers will ensure all links posted on the Google Classroom are safe and secure.
 - The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software on devices not owned by the school.
 - School will operate a loan system for devices to enable all pupils to access remote learning.

1. Roles and responsibilities

The Governors are responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The Executive Headteacher and Head of School are responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on a regular basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews of the remote learning arrangements to ensure pupils' education does not suffer.

The SENDCo is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The Computing Coordinator and ICT technician are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Working with staff to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and Safeguarding Team and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any concerns they may have about remote learning, to the senior leaders.
- Reporting any defects on school-owned equipment used for remote learning to the computing coordinator and ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely between specific times as set out Appendix 1 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material between specific times set out in Appendix 1.
- Reporting any absence in line with the terms set out in the policy.
- Ensuring their child uses any school based equipment and technology used for remote learning as intended.
- Adhering to the Home School Agreement at all times.
- Ensuring they have access to their child's Google Classroom and school's Parentmail system to receive regular updates.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely between specific times set out in Appendix 1 of this policy, and that their schoolwork is completed on time and to the best of their ability.

- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any school based equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

Impact

It is hoped that the continuation of curriculum teaching, albeit remotely, will ensure nominal disruption to children's learning. This will enable pupils to continue to make progress and for further gaps in knowledge and skills to be minimised. The use of some live sessions and daily engagement on the Google Classroom will allow pupils to still feel part of the class community. The school is committed to ensuring that all pupils continue to receive quality education as we navigate through these challenging times.

Lisa Wilding

Head of School

This policy will be reviewed on a termly basis and in line with the current government guidance surrounding schools and remote learning due to Covid-19

Appendix 1

Agreed Timetables for Remote Learning

There will be an expectation on staff and pupils to adhere to this timetable as closely as possible each day during school hours. Surveys will have taken place to indicate those children who will require an electronic device at home to fully access the learning.

The learning will incorporate a mixture of live teaching, recorded lesson input / tutorials as well as links to online sites and references to any supplied worksheets. Pupils will be able to upload completed pieces of work for the teacher to offer feedback on where appropriate. It is not intended that the child will be sat in front of the screen for the duration but can dip in and out to receive input, guidance and instruction. The teacher will be available online for communication and lesson delivery from 9.00 - 3.30 excluding lunch and breaks.

Remote Learning Timetable for Nursery in the event of a bubble isolation or local / national lockdown

Suggested timing	Activity
9am	Welcome zoom. Welcome song
9.30am	Number counting activity
10am	Snack time
11am	Phonics / listening activity
12 – 1pm	Lunch
1pm	Physical development activity
2pm	Snack time
2.30pm	Story / Goodbye song

**Remote Learning Timetable for Reception in the event of a bubble isolation
or local / national lockdown**

Suggested timing	Activity
9am	Welcome / Register / Discuss work from day before
9.20am	Timetable of the day
9.40am	Action song / Go Noodle / Brain Break / Sing and sign
9.50am	Phonics – learn new sound, practise formation, RWI book
10am	Snack break / question to discuss
10.15am	Ten town – story, song, activity
10.30am	Child initiated learning
11.30am	Lunch – practise using knife and fork, discuss healthy eating
12.30pm	Book of the week – daily activity linked to text
1.30pm	Physical Activity – bike, scooter, walk, cosmic yoga, singing hands.
2.00pm - 3.00pm	Child initiated learning

**Remote Learning Timetable for Key Stage 1 in the event of a bubble isolation
or local / national lockdown**

Suggested timing	Subject
9.00 – 9.20	Phonics / Grammar, Punctuation and Spelling
9.20 – 9.40	Reading
9.40 – 10.00	Mindfulness activity
10.00 – 11.00	Handwriting and English activities (writing / GPS focus)
11.00 – 11.20	Break
11.20 – 12.00	Maths
12.00 – 1.00	Lunch
1.00 – 2.00	Wider curriculum (foundation subjects / Science)
2.00 – 2.30	PE activity - PE activity – link with Born to Move, Joe Wicks, online yoga etc

Remote Learning Timetable for Lower Key Stage 2 in the event of a bubble isolation or local / national lockdown

Suggested timing	Subject
9.00 – 9.30	Spellings / core maths skills (times tables / arithmetic etc.)
9.30 – 9.50	Reading
9.50 – 10.10	Mindfulness activity
10.10 – 10.25	Handwriting
10.25 – 10.40	Break time
10.40 – 11.30	Maths
11.30 – 12.45	English (writing / Grammar, Punctuation and Spelling focus)
12.45 – 1.45	Lunch
1.45 – 2.30	Wider curriculum (foundation subjects / Science)
2.30 – 3.00	PE activity

Remote Learning Timetable for Upper Key Stage 2 in the event of a bubble isolation or local / national lockdown

Suggested timing	Subject
9.00 – 9.30	Spellings / core maths skills (times tables / arithmetic etc.)
9.30 – 10.00	Reading
10.00 – 10.15	Mindfulness activity
10.15 – 11.15	English
11.15 – 11.30	Break time
11.30 – 12.30	Maths
12.30 – 1.30	Lunch
1.30 – 2.30	Wider curriculum (foundation subjects / Science)
2.30 – 3.00	PE activity

Appendix 2

Remote Learning Resources

Live Teaching:

By this we mean via a whole class zoom where the whole class can come together for a teaching input, for a class assembly or for a PSHE session. Timings can be staggered through the week with other classes so as to avoid clashes for siblings having to use the same device.

Pre-recorded Teaching:

Using Zoom, the class visualiser or by using a mobile device to video, teachers are able to pre-record inputs to lessons aligned to normal practice in a classroom situation. Stories can also be read to the children using these resources and inputs to PE sessions delivered also. These can then be uploaded to the Google Classroom for the pupils to access before embarking on the assigned task. It is expected that these will be used regularly in your teaching.

Tutorials and videos:

There are a vast amount of quality pre-made tutorials and educational videos which could support your teaching. Using links to recognised resources such as Oak Academy and BBC Bitesize can also help to support the teaching and learning.

Online resource links:

We have access to many educational websites, Classroom Secrets, WRM, Timestables rockstars, Ten town, Letter join, to name but a few. KS2 will also make use of Learning By Questions. This has been designed specifically to support remote learning. These offer quality resources for the pupils to access remotely in order to support their learning. Use links to a specific slide, activity or worksheets on the Google Classroom.

Workbooks and paper packs:

If there is the opportunity, pupils can be sent home with their exercise books, stationery and any relevant workbooks (such as Dactyl) to support the teaching and learning which will take place remotely. It is important that standards of handwriting and presentation continue to remain high whilst working at home.

Appendix 3

School's Procedures for Pupils who are Self-Isolating

Procedures for pupils who are self-isolating

Absence call comes into the school office. PV to establish the situation and confirm if the child is well enough to continue learning at home, informs parent that the child's learning will be loaded onto Google Classroom at some point that day and that the class teacher will make contact at the end of the school day. PV to establish if child is FSM and act accordingly (see below)



Information is passed onto the child's class teacher by PV following the phone call



Class teacher / TA loads learning onto Google Classroom for that day if child is well enough to work from home / adult well enough to support younger child / SEN child



At the end of the school day, class teacher telephones the family to explain the procedures for remote learning (if child is well enough) and check on welfare of child and family



Class teacher ensures learning is loaded onto Google Classroom regularly for the period of the self-isolation and that communication via Google Classroom takes place at the end of each school day or during if a TA is available to manage this

See school's Remote Learning Policy for further information

FSM: school to email school meals management and copy the kitchen in with the child's name, class, any special dietary requirements and date that the child is self-isolating from. School meals will supply a food parcel for a two week period.

Children's Code of Conduct for the use of Zoom

Zoom is a useful tool that we are going to be using to help you with your transition and support you to interact with your class mates (I know you probably miss them quite a lot). As such, we would like you all to read the following codes of conduct with your parent/carer and discuss any questions you have. Your safety is our number one priority, so sometimes you may have to be a little bit patient.

Children

- When you join the meeting, you will be in the 'Waiting Room' until the two members of staff have already joined the meeting – be patient.
- You will need your parent/carer's permission to access the Zoom meeting.
- Your parents will need to provide you with the Zoom code and password that will be sent as a message on Google Classroom.
- Your Zoom username needs to be your full name – if your name isn't your full name (as it is on the school register) you won't be allowed into the meeting. This is important so that the teachers know who they are letting into the meeting room.
- You must wear suitable clothing (and you should check everyone else in the household is before you join the meeting).
- Your computers/devices used should be in communal areas so your parents/carers can see who you are talking to (i.e. not in a bedroom).
- Your language must be appropriate and we request that you tell any other adults or children nearby you are on the call so they are mindful of this.
- You are not allowed to take screenshots, photographs or videos of the meeting that is in progress. The teacher may do this to share with you after the meeting as he/she knows who has permission.
- Please be on time. If you join after the meeting has started, you may not be allowed in as the room will be locked for security.
- Only join meetings that your parents give you the details of that have been sent by school.
- Our expectation for behaviour is the same as we have in school – if school rules aren't followed you may be asked to leave the meeting.

Parent / Carers' Code of Conduct for the use of Zoom

Zoom is a useful tool that facilitates online communication between home and school. As such, we will be using Zoom to support with transition activities. We believe that this will have a significant impact in terms of the children's mental wellbeing as well as support them with transition into their next class. As with everything we do at Great Sankey Primary, safety remains at the forefront of our planning. We would therefore like all stakeholders to read the following codes of conduct and remain mindful of its contents at all times.

- Children will only be able to access the Zoom meeting with your permission. Invites will be sent via Google Classroom to you.
- If you are supporting your child in setting up your Zoom call, ensure their username on Zoom is the same as on the class register – they won't be allowed in if it isn't, this is for security so we are aware of who we are allowing into the meeting room.
- Please ensure that all members of your household wear suitable clothing during the meeting (including children and adults not taking part in the meeting).
- Please ensure that you supervise all computers/devices that your child is using to access the Zoom calls. GSP Zoom calls should only take place within communal areas of your home, such as the kitchen or the living room (ie. not in a bedroom)
- Please ensure that the language of all members of the household is appropriate during these meetings.
- Please do not record, take screenshots, photographs or videos of the meeting that is in progress.
- Please ensure that your child is on time for their meeting. If they are 5 minutes late, they won't be able to then access the virtual classroom. They can join the waiting room any time prior to the meeting.

Staff Code of Conduct for the use of Zoom

Staff Code of Conduct

Zoom is a useful tool that facilitates online communication between home and school. We believe that this will have a significant impact in terms of the children's mental wellbeing as well as allow us to support with transition. As with everything we do at Great Sankey Primary, safety remains at the forefront of our planning. We would therefore like all stakeholders to read the following codes of conduct and remain mindful of its contents at all times.

- Meetings will be password protected and participants will need an invitation to attend – this will be sent to parents/carers on Google Classroom. These will be in the form of a meeting ID and password necessary to enter the meeting.
- No 1:1 meetings will be planned – only small group and whole class where appropriate.
- In order to safeguard our pupils and staff, all Zoom meetings will have 2 members of staff (on separate devices if necessary) present in the meeting. Do not admit children in from the 'Waiting Room' until the two members of staff have already joined.
- Ensure you are logged on and the waiting room is open 5 minutes before the meeting is due to start.
- Staff should not take any screenshots of the meeting.
- All children need to set their name to the child's full name –as on the register. Do not allow anyone into the meeting for whom that is not the case. You must be certain of who you are permitting into the meeting.
- Settings need to be such that only the host (staff) is allowed to share their screen. Permission can be given to the other staff member during the meeting.
- Break out rooms will not be used so children are supervised at all times.
- Staff and children must wear suitable clothing (as should anyone else in the household).
- Any computers/devices used should be in communal areas/offices/classrooms (i.e. not in a bedroom)
- Messaging will be disabled for all participants.
- Language must be appropriate and we request that any adults or children nearby are mindful of this.
- At the end of the meeting, the meeting will be ended by the host for all participants