Remote Education Policy

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- Remote education is delivered when children are unable to access face to face teaching and learning in school with their teacher.

- Our Senior Leader with responsibility for Remote Education is: Ms C Harrington

- Remote education would usually happen when a child is self-isolating or when they are quarantining following return from a country not on the exempt list. It may also take place for a minority of children who have a current letter from their GP stating that they should remain at home or during a lockdown.

- Remote education is the provision of learning, away from the teacher/practitioner, this includes online learning, usually delivered through Google Classroom.

- This remote education model is applicable in four distinct circumstances:

  1. Firstly, when a child is unable to attend school (as detailed above)
  2. If we had to close a bubble due to a confirmed case of COVID-19
  3. If a school has to close due to staff shortages or other extenuating circumstances
  4. Lastly, if we enter into another period of complete lockdown (regional or national, **in which schools are closed to the majority of pupils):**

  Please note: If a child is unwell, there is no expectation for learning to be completed.

One of the benefits of remote education is that it can support a project or course of study to progress whilst not requiring teachers and learners to be in the same physical space at all times. It is important to consider remote education within the ongoing development of the whole school: we recognise things may change over time and that there is no 'one size fits all' ideal.

By moving to a remote education model, routines will change and pose specific challenges to the wellbeing and mental health of staff, learners and parents. The move to remote education will equally affect the ability of schools to respond to these challenges and provide support to students and staff. The COVID-19 crisis has added extra mental health and well-being concerns for schools, and schools will play an important role in mitigating the negative psychological effects of the crisis.

Rationale

During periods of isolation, quarantine or a lockdown, children need to have the opportunity to continue their high-quality education and learning at home, supported by the skills and expertise of their teacher who may be in school or at home themselves. This policy aims to provide clear guidelines on how children can engage meaningfully in their education remotely and what parents can expect from their schools during periods of home learning Remote education is a partnership. We rely on parents to give us feedback on what is working and what is not so that we can constantly refine and develop our offer so that it is highly effective at keeping children on track with their learning.

Remote education refers to the teaching, learning activities and learning opportunities provided by the class teacher to our pupils **should any of our pupils or staff have to isolate in accordance with**

government guidelines during the COVID-19 period or for a prolonged period of time that involves illness.

This document aims to clarify the implementation of Remote Education at Hackney New Primary School, outlining Health and Safety guidelines, and directions to ensure your child's needs are met as much as we possibly can in this challenging time. In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities and opportunities which will meet their needs, building upon prior learning.

Teaching and Learning: Roles and Responsibilities
The role of staff:

- To provide a balance between new learning as well as reinforcing and consolidation of prior learning.
- To provide children who are self-isolating with access to the learning being taught in school, ensuring inclusivity across the curriculum.
- To build upon the skills learned during lockdown as appropriate.
- To promote an ethos of inclusion, respect, fairness and equality.
- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils.
- To keep abreast of research and the national agenda.
- To engage with effective learning and teaching resources e.g. school curriculum offer, signposting to other learning opportunities including Oak Academy.
- To foster an open pathway of communication between the school and home where appropriate.
- To adhere to government remote education and safeguarding and health and safety guidelines.

Staff will:
- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments.
- Provide broad, general education remote education tasks.
- Provide at least a weekly comment on children's learning completed in English, Maths and a foundation subject.
- Provide targeted support to learners with particular needs.
- Provide follow up English (including phonics and reading), Maths and other subject learning opportunities/tasks for the days your child is not attending school.
- Feedback to pupils in response to questions or requests through Google Classroom or in live sessions either individually or as a whole class.
- Consider the most important elements of teaching and learning that are needed and which elements will be more difficult to explain remotely.
- Focus classroom work on key ideas and involve modelling, where possible.
- Make use of remote sessions to check knowledge, independent practice, extended writing pieces to consolidate what they have learned.
- Be mindful that extra support may be required where parents and guardians are less able to do this themselves.

Parents/carers should give teachers time to respond to questions or queries.

The role of the pupils:

- To engage in learning mostly through our digital platform - Google Classroom or Tapestry. However, in exceptional circumstances, some families will receive copies of home learning packs.
- To consider everyone's views and ensure everyone feels valued and respected when participating in the live discussion or Google Meet.
- To contribute their views during remote education.
- To complete remote education tasks, in the time given.
- To talk to the teacher when calls are being made to the home.

The role of parents:
- To support the school values.
- To foster an open communication between the school and home .
- To use Google Classroom (or home learning packs) to access remote education materials which support, complement and consolidate school learning.
- To ensure your child completes remote education tasks provided.
- To communicate through the usual channels if they want to discuss something with the teacher.
- To make the school aware of any issues with access to technology or more home learning packs are required.

Guidelines for Home Learning and Teaching {for parents/carers}

We know that the idea of supporting your child's learning can seem daunting. It is important to remember that you are not expected to become a teacher and that your child does not need to learn in the same way as they do in school. The most important aspect is the relationship that you already have with your child, this will enable you to support and reassure them during the time they are learning from home.

On the days that you are engaging with remote education, plan the day out in advance with your child, doing this will help to reduce pressure or anxiety. Ensure that they have a range of short 'chunks' of time when they are engaged in an activity. Not all activities should require direct adult support, plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if needed. It is important to make sure that your child isn't working online all day- factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience.

The time pupils have at home could allow them opportunities to read more widely. Encourage them to explore some of the shorter texts and extracts to enrich a topic or simply to give them enjoyment.

For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis while pupils work through the curriculum area and its content. This gives pupils a high degree of control over their learning and supports their self-directed and goal-oriented learning.

Where we can, teachers may also consider how to create and maintain a culture of collaboration and trust – through dialogue as well as learning tasks – that contribute to the sense of community, transcending different learning environments. This facilitation may also help dispel the teacher's own anxieties around different (potentially more distant) relationships with pupils who are less frequently in-school.

Remote Education Resources:

Primary -

- For children who do not have regular access to the internet or a device, paper learning will be provided.
- The daily phonics/reading, writing/GPS, foundation subjects and maths activities must be uploaded to the online learning platform.
- The year group teacher must upload the learning materials by 9am the day of learning.
- During a regional or national lockdown, in which school is closed to the majority of children, teachers will upload 29 interactive lessons for KS1/2 and 25 interactive lessons for EYFS a week to support home learning for phonics/reading, writing/GPS and maths they are planning for. Other forms of interactive learning may be used in addition to those on Google Classroom such as BBC Bitesize links, Bug Club, Oak Academy or YouTube clips if teachers feel more comfortable using these platforms.
- Children will receive a levelled reading book on Bug Club with the expectation that they read every day.
- Foundation subjects will match those that are taught in the classroom, a standard example week will consist of: RE, science, PSHE, PE, either art or DT, either geography or history and three music sessions.
- During a national or regional lockdown, in which school is closed to the majority of children, daily communication must occur to maintain meaningful interaction between class teacher and pupils.

Safeguarding

Protocol for Online learning (including live lessons)
Addendum Safeguarding and Child Protection Policy COVID-Jan 21

These protocols will be followed rigorously alongside our Child Protections and Safeguarding Policy.

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online. We cannot emphasise enough the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If you have any concerns please phone the school office or use the contact email address. All information will be treated in confidence and where necessary reported to the appropriate agencies.

The vast majority of our learning will be pre-recorded lessons containing voice-overs or materials from other platforms. Where, however, we do provide live sessions here are some basic principles to safeguard everyone during remote education:

- Group meetings only. No one-to-one meetings with children unless the parent is present.
- Staff and children must wear suitable clothing, as should anyone else in the household.

- Staff devices used should be located in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background or use the blur background options.
- The live class should be recorded and backed up on GoogleDrive, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Schools should risk assess the use of live learning using webcams.
- Data Processors need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products, use of unauthorised copyrighted materials).

Moving forward as a school, through the development of a blend of in-school and remote education, teachers can support pupils and help to individualise learning; increase learners' autonomy, motivation and agency; improve learning skills towards becoming self-directed learners. The school will undertake regular reflection and continuous development: the remote education approach– particularly as it is a new approach for the school – requires constant adaptation of teaching based on reflection (self-evaluation and by others) and feedback, in order to respond to the learners' needs effectively.