

Remote Education Policy for The James Cambell Primary School

1. Statement of School Philosophy

The James Cambell Primary School has always strived to be innovative and support our parents and children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Give guidance for staff and parents during the COVID 19 Pandemic.
- Ensure consistency in the approach to remote learning for all students who are not in school through use of quality online and offline resources.
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning.
- Include continuous delivery of the school curriculum as well as supporting parents, motivating students and promoting mental well-being.
- Support effective communication between the school and families.

3. Who is this policy applicable to?

Remote learning will be shared with families when they are absent due to COVID-19 related reasons.

It applies to:

- A child who is absent because they are awaiting test results or if they are absent as the household is required to self-isolate.
- A child whose whole bubble or part of their bubble is not permitted to attend school because they or another member of their bubble has tested positive for COVID 19.
- All children who are required to stay at home during school closures.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan may include:

- Online tools for EYFS KS1 KS2 include Class Dojo, My Maths, Active Learn, Bug Club, School Jam, Times Table Rockstars, Numbots, SPAG.com,
- Use of recorded video, instructional videos and assemblies.
- Phone calls, emails or Class Dojo messages home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy.

5. Home and School Partnership

The James Cambell Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. Where possible, it is beneficial for young people to maintain a regular and familiar routine and keep to a 'school day' structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and to the best of their ability, support students with work encouraging them to work with good levels of concentration. For more information, please refer to **The James Cambell Primary Remote Learning Provision: Information for Parents** document which is posted on the school website.

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

The school will regularly seek the views of parents via surveys using My School App. These will be used to inform the whole school Remote Learning strategy.

6. Roles and Responsibilities

Teachers – Bubble Collapse/ Self Isolation

When providing remote learning, teachers must be available between 8:30am to 3:30pm during term time weekdays.

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.

All children should have a weekly keeping in touch telephone call from the class teacher. The teacher should ensure their number is withheld. Children without online resources and using the paper work pack should be telephoned each day in order to support their learning.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the students in their classes via Class Dojo or via a weekly paper work pack for those children as appropriate. This work is to be returned each week and left in a box for quarantining. The class teacher will telephone feedback to the child or respond in written form each week as appropriate.
 - If work packs are requested due to insufficient IT at home, the class teacher must refer the child to Valerie Kinsella who has a limited number of laptops to lend to families for the period of remote learning.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible.
 - Daily instructions to be issued via Class Dojo.
 - Ensuring students have access to their Class Dojo access code and subscription log ins.

- Modelling
- Lessons should include an introduction from teachers, preferably by video setting out the learning objective and explaining the success criteria.
- All lessons should have clear modelling of the task, whether through high quality external resource such as White Rose maths or Oak Academy. Voiceovers or videos can be added to narrate power points and give further direction to students. Staff can share these videos across the year group as long as they meet the need of their class.
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 3pm. Work submitted after 1.00pm will be responded to the following day.
 - All curriculum tasks submitted by 3.30pm and teachers will comment by the end of the week.
- Keeping in touch with students who are not in school and their parents:
 - If there is a concern around the level of engagement of a student, parents should be contacted via telephone by the class teacher in the first instance to assess whether school intervention can assist engagement.
 - Parent/carer messages should come through the relevant year group emails, school office or via Class Dojo messaging.
 - Any complaints or concerns shared by parents or students should be reported to a member of SLT.
 - For any safeguarding concerns, refer immediately to the DSL.
- Teachers should provide a weekly work schedule to their SLT line manager and a percentage of engagement by the class by the end of the school on Friday each week. This includes individual self-isolating children who are not sent home by the school.
- Please see Appendix 1 for protocol.

Teachers – Whole Class/ School Provision (In addition to bubble guidance).

In the event that a whole class, Key Stage or whole school have to self-isolate, Class Teachers will post weekly timetables on Class Dojo for their class. This will outline a range of daily learning activities which will as much as possible, link to our long-term curriculum plans and the learning children would normally be doing in school, while being adapted to suit remote learning and make use of ready-prepared high-quality online materials.

The activities set on 'activities' should not be deleted. The activities must be dated first, then the title so that it is easy for the parents to see which activities are set for the day e.g. 28.1.21 Handwriting.

Teachers must view their 'class story' and activities through a parent's eyes and make it as user friendly as possible. Education jargon must be avoided.

In addition, a daily lesson timetable and teacher introduction video will outline the day for the students and parents. An example of a class story is in Appendix 2.

The government minimum expectation for remote learning is for schools to provide:

- Key stage 1 children: 3 hours a day, on average, across the school cohort, with less for younger children
- Key stage 2 children: 4 hours a day

Our remote-learning curriculum will be delivered through a mix of live (1:1 tutoring) and pre-recorded video input, links to other website content and on and offline tasks (in any order and at a time that suits across the day). Opportunities to join in with time-scheduled live events will be highlighted, for example Live Lessons, Times Tables Rockstars Class competitions, Votes for Schools and Assemblies etc. Please refer to the Live Lesson Policy for more details.

The remote education curriculum will be aligned to the classroom curriculum as closely as possible, based on the medium term plans for each year group on the school website.

Good remote education is not fundamentally different to good classroom teaching. For example, the teacher will be clear on the objectives of each lesson, model tasks, provide opportunities for children to practise skills and provide feedback.

Teachers should be aware of copyright legislation. Publishers are currently allowing book readings online subject to certain restrictions e.g. author and illustrator's names are to be referenced, recorded videos are to be uploaded on a closed platform and deleted at the end of remote learning period

Throughout the day, further posts on Class Dojo will add extra detail or examples as necessary and Class Dojo assignments will be set to 'collect in' a piece of work. Extra challenges will also be provided across the week.

Staff will approve portfolio posts as soon as possible and give regular feedback comments and encouragement on a student's portfolio, as well as through whole-class feedback opportunities.

Other optional events and enrichment activity ideas will be posted on Class Dojo to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.

Staff will monitor children's engagement with activities and Senior Leaders will contact parents of those children not engaging to discuss how we can help.

All work set should have the relevant learning objective and success criteria. This will help with assessment for learning. In most cases this should be set out and explained via recorded video from the class teacher.

Upon reviewing the work in the portfolio, misconception videos with the teacher modelling should be uploaded.

Students should be submitting work to a similar standard to that produced at school. Teachers should send back work for corrections as necessary. The school can supply writing materials if that is deemed to be an issue.

Teachers should arrange their working hours so that they are able to take their allowance of PPA time (equivalent to half an hour a day), but still need to be contactable at that time if needed.

Provision for Keyworker and Vulnerable Children Attending School during Lockdown

In order for the teachers from home to be able to support the staff working with the keyworker/ vulnerable children the following should be adhered to:

- The lesson plan for the day is sent to them by teachers in advance so that they can prepare.
- The worksheets for the lesson are on the One Drive.
- Teachers respond to any requests as quickly as possible - e.g. passwords and log-ins
- Please ensure that the TAs in your bubble have your mobile number.
- That there is consistency in the lessons across the year group.
- If resources are not likely to be available to them, that there is an alternative.
- Teachers should also still provide feedback to the children in school because they need to feel that the teacher is still in charge and involved.

Teaching Assistants

Teaching assistants must be available between 8.30 to 3:30pm

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 the school day, teaching assistant must complete tasks as directed by a member of the SLT, this could be in the form of supervising the children of Key Workers and Vulnerable children in school or as part of the virtual home tutoring provision offered by the school.

Wellbeing

All staff have access to the school's wellbeing package which can offer additional support to staff working from home. Staff should speak to their SLT line manager if support is needed.

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 through regular telephone meetings with teachers, reviewing work set. SLT should seek feedback from students and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. Each Class Dojo class should have either a YGL or

member of SLT as a co-teacher on that account. Class teachers should also add their year group colleagues as co-teachers on order to ease the uploading of work. Students can be added to class accounts at the discretion of the mentor and the knowledge of the Student Teacher co-ordinator.

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.

The Inclusion Manager should:

- Liaise with the ICT technician to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensure that students with EHCP plans continue to have their needs met while learning remotely and liaising with the head teacher and other organizations to make any alternate arrangements.
- Identify the level of support needed and liaise with the class teacher accordingly.

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.

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding/ Child Protection Policy
- SEND Policy
- Behaviour Policy
- Child protection Policy
- Data protection Policy and privacy notices
- End User Agreements for Class Dojo and the Acceptable Use Policy
- Live Lessons Policy

Remote Learning Provision: Information for Parents

Appendix 1

Contact with families via telephone from teachers off site

Tell them to:

Do this through parents' phones only (unless this itself poses a safeguarding risk), particularly in primary school. In all cases make sure parents are aware and agree.

Call in school hours as much as possible.

Make sure someone else at school is aware and keep a record of the date and time of each call.

Have a parent there at the child's end and have the phone on speaker phone.

Block their number so parents do not see it. (Give parents a heads-up of what time you will be calling if you are blocking numbers, so they are more likely to pick up.)

Appendix 2 Remote Learning Exemplar for Class Dojo

	Monday 18 th January 2021	Tuesday 19 th January 2021
9:00am	English	English
10:30am	Phonics	Phonics
12:30pm	Maths	Maths
2:00pm	RE	Music
3:00pm	Story Time – Read by Miss	Story Time – Read by Mrs

POST A WEEKLY TIMETABLE

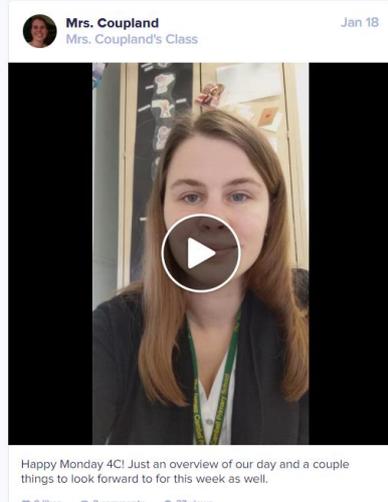


LEARNING TIN
Tuesday, 19th Jan

Time	AM
9:00 - 9:30	PSHE
9:30 - 10:30	Maths
10:30 - 11:00	Reading
11:00 - 11:15	BREAK
11:15 - 12:15	English

GOOD MORNING!

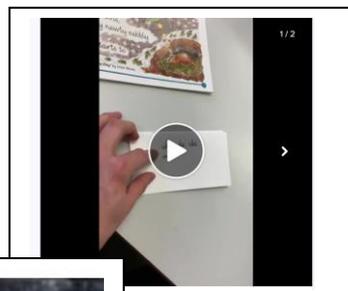
Colourful daily timetable



*and a friendly welcome
to your class – it is important the children see their
teacher each day..*



**Edit Dojo points to
motivate the children**



**Explain the LO and success
criteria.**

**Model the outcome – just
as you would in class.**

**Send back work not
completed to the year
group expectation.**



Include a visual timetable for screen breaks



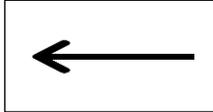
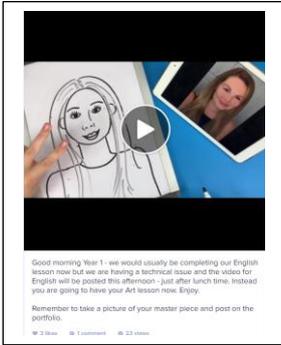
**Include these in your timetable...ask
questions, encourage debate. Pupils
can post video responses**

TOP TIP

**You can disable comments while you are
offline...go to options, settings then edit class.
Go through CD etiquette with your class.**

Work must be differentiated – use mild, spicy, hot or stars ...or even colour code the monsters

Success Criteria	Mild
Converting your percentage into a fraction	10% of 200 =
Divide by the denominator to find one percent	9% of 200 =
Multiply the answer by the numerator to find the percentage amount	5% of 200 =
	5% of 400 =
	10% of 400 =
	25% of 400 =
	5% of 300 =
	10% of 300 =
	25% of 300 =



If you are having technical problems – let parents know

Art(3) (3).pptx
PowerPoint Document - 23MB

Art for after lunch.

Watch the video on the second page to find out what to do.

2 likes 3 comments 36 views

Voiceovers on PPTS are really helpful to explain the learning...and makes it more accessible for EAL and SEND pupils.



Daily arithmetic video

REMEMBER to show your working out please.

5 likes 36 views

Don't forget daily arithmetic should be set each day – just as in school

Times Table Rock Stars

SPaG.com

Bug Club



The government expects primary schools to provide a minimum of 3 hours of remote learning for KS1 and 4 hours for KS2. EYFS provision includes learning thorough play.

Wider Curriculum.... Parents have told us it's harder to engage children in the afternoon. So get creative and practical!

Good Morning everyone. We are going to be doing some cutting today.

- Green-up! I have shown you the 4 stages to cutting.
- Feeling nervous and unsure and unsure then
- Cutting across paper (straight lines)
- Cutting along a line with accuracy (ziggy lines, zig zag etc)

Being nervous is a good skill to have as we use nervous for our many things. Practising regularly will help your child immensely. Hope the stages to cutting will help you.

Here is today's video to support the Science lesson - to explore the sense of taste. We look forward to seeing your pictures and worksheets.



Celebrate the learning at the end of the day. Prep them for tomorrow!

Don't forget PE is brilliant for mental health

Marcus Rashford - PE

Storytime!

Say goodbye and let the children know how you will feedback on their work!