St Winifred's RC Primary school – Remote Education Policy

Reviewed September 2022

This policy was first written during the Coronavirus pandemic when schools were required to provide Remote Education under The Coronavirus Act 2020. This Act expired on 24th March 2022 meaning that schools no longer have a legal duty to provide remote education.

The Policy outlines the plan should the school once again be required to provide remote education. At St Winifred's, we are committed to ensuring that the quality of remote education is of a high standard and is effective in meeting the needs of the children whilst they are not in school.

Purpose of Policy

Section One of this policy outlines the actions the school will take to provide remote education under the following circumstances:

- where a class or bubble need to self-isolate following a confirmed case of COVID
- where more than one class or bubble across the school need to self-isolate following a confirmed case of COVID

Section Two of this policy outlines the actions the school will take to ensure that children, who are not ill, have access to remote learning in the following circumstances:

- When individual children are long term shielding but their cohort is in school and therefore entitled to quality remote education in the longer term
- They are well, but having to self-isolate for a set period of time as either a confirmed COVID 19 case or a direct contact of a confirmed case while their cohort is in school
- They are well but having to isolate for a few days while awaiting a household test result (short term provision)

For children with an EHC plan, a separate Risk assessment will be written in any of the above circumstances to ensure that provision and needs are met as much as possible.

Aims and design considerations

- To ensure that St Winifred's has a plan that can be up and running as soon as possible should a need arise to educate a class/ bubble of children off site.
- To support our children to continue to receive the best teaching and learning we can facilitate under these difficult conditions and to minimise lost learning as much as possible.
- To provide a 'learning at home' timetable which balances an expectation that children undertake school work when at home with flexibility and the need to respect difficulties parents may have in supervising and supporting this expectation.
- To ensure consistency in the approach to remote learning for children who are not in school
- To keep the model as simple as possible to ensure that children, parents/carers and teachers know what is being asked of them and to ensure all involved are trained in their use

- To ensure that maximum teaching and learning is maintained between teachers and children at home through the use of recorded teaching lessons and an interactive platform.

- To ensure that our remote teaching allows interaction, assessment and feedback to take place daily using high quality remote education resources. Interaction and relationships is fundamental to our wellbeing beliefs
- That all staff are committed to the emotional and pastoral connection and support of all our children on a daily basis whilst they are learning from home
- To provide resources, such as paper copies or a laptop for children who do not have suitable online access
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The DFE Document 'Remote Education Good Practice' document states the following:

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 children receive clear explanations*
- *supporting growth in confidence with new material through scaffolded practice*
- *application of new knowledge or skills*
- *enabling children to receive feedback on how to progress*

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom…'

<u>Anticipated challenges and how we can respond</u>

- **Safeguarding our children.** The children's school email address should only be used for accessing Google Classroom. It is important that parents monitor their child's use of the internet to ensure that they are kept safe**.**

- **Remote education for younger children will typically need more involvement from parents, and parents may be facing a range of pressures at this time.** Teachers will be flexible and supportive and will be available for parental general queries and specific learning support via Tapestry/ Google Classroom during the school day when a whole class bubble is self-isolating. Through their interaction and feedback with the children, teachers will encourage and motivate the children to work independently as much as possible.
- **Maintaining engagement from children daily.** Teachers will make good use of opportunities within explanations and teaching videos to set clear expectations for work submitted and to provide encouragement and celebration.
- **Supporting those children who usually rely on a high level of support** in class. Teachers may l provide differentiated work for a small number of individual children requiring additional learning support, for example, those children with an EHCP.
- **The demand on technological devices in the home** may be stretched if more than one pupil in a home requires a device at the same time. The use of Tapestry or Google

Classroom and pre-recorded teaching videos will allow for flexibility to enable this to be accommodated.

- **When an individual/ small group of children in a particular class are self-isolating, the classteacher will be teaching the rest of the class throughout the day in the 'live' classroom.** The majority of the resources uploaded will be Oak Academy lessons which will be mapped to the planning and lessons delivered in school. However, the children will be encouraged to upload work through Tapestry/ Google classroom and will receive daily feedback from the teacher at the end of the school day rather than throughout the day.
- **Teachers who are self-isolating and are unwell**. In this instance, we will do our very best to make as much work available as possible and use other staff members to support the home learning. However, teaching videos may not be possible in this instance.

Senior leaders/ Designated Safeguarding Leads will:

- Co-ordinate the remote learning approach across the school.
- Monitor the effectiveness of remote learning.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Seek feedback from parents/ carers in order to inform any subsequent review of the remote education policy
- Ensure that a staff member is available to teach remotely for any whole class bubble that may be self-isolating and to provide feedback to all self-isolating children.

<u>Section One</u>

- where a class or bubble need to self-isolate following a confirmed case of COVID
- where more than one class or bubble across the school need to self-isolate following a confirmed case of COVID

Teaching and Organisation

Your child's teacher will:

- set work in order that children have meaningful and ambitious work each day in Reading (including phonics) Writing and GPS, Maths, Religion and other subjects. Each day, the home learning will include a teaching video for English and a teaching video for Maths. Teaching videos may also be used for other subjects if the teacher deems this to be appropriate.
- encourage their class through daily videos about the importance of a work routine and the expectations of completed work every day from them. Perseverance and 'having a go with tricky learning will also be emphasised and encouraged.
- plan a programme that is a good way towards the equivalent length to the core teaching children would receive in school.
- continue to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- provide frequent, clear explanations of new content, delivered through high-quality curriculum videos and/or written explanations.

Set work – specific guidance

- On the first day of self-isolation for a whole class bubble, before a remote education plan comes into operation, parents will receive a letter informing them of the closure of school to their child.
- In addition, parents/ carers of Year 1-6 will receive a new class code for their child to use to access the 'Class- Whole Class Isolation ' classroom on Google Classroom. This classroom will be separate from the usual Google Classroom used for homework etc.
- For Reception, 'Tapestry' will be used and the children will be able to access work as previously.
- For the first half a day, whilst the teacher is awaiting collection of children/ travelling home/ preparing resources, there will be an introductory video and some generic tasks for the children to begin.
- Once the teacher is available to lead the online learning, they will upload appropriate learning resources onto the 'Whole Class Isolation Classroom'

	Daily Core teaching- including direct teaching from the teacher through pre-recorded video lessons	**Religion**	**History/ Geography/ Art/ DT/ Music/ PSHE/P.E**
KS2	Reading Writing Maths	At least two lessons/ activities per week which may include direct teaching through videos	The afternoon lessons/ activities provided will cover one or more of these subjects.
KS1	Phonics/Reading Writing Maths	At least two lessons/ activities per week which may include direct teaching through videos	The afternoon lessons/ activities provided will cover one or more of these subjects.
EYFS	Phonics/Reading Writing Maths	At least two lessons/ activities per week which may include direct teaching through videos	The afternoon lessons/ activities provided will cover one or more of these subjects.

Teaching videos Within the teaching videos used, teachers will explain concepts and provide modelling. They may include pause times for the children to think, respond etc. Independent work should then follow for the pupil. During the independent practice time, teachers will be available on Tapestry/ Google Classroom to answer questions and provide further clarification and feedback. A further task outline or pre-recorded teaching video/s may be used as and when teachers feel that it will support the learning for the children. Videos may take the following forms but each type will not necessarily be used by every teacher:

Video type	**Purpose**
Introductory/ wellbeing video	Welcoming the children to the remote learning. Reference to today's overall timetable of learning or picking up on misconceptions of the day.
Teaching video	Teaching video to: pre-tutor, model, teach, scaffold, explain the learning for that lesson

Progress check video	Short video to ask questions & check how the children are progressing with their learning
Intervention check video	Short video to address misconceptions, remodel methods, re-teach specific areas
A closing statement video	Thanking children for their participation in the day's learning. Celebration of uploaded work.

- Reading every day for 15-20 minutes will be part of all children remote learning programme.

Providing feedback on work

- Teachers will offer support, feedback and praise on children's work completed at home and uploaded onto Tapestry/ Google Classroom. Whilst not being expected to feedback on every child's every piece of work, teachers will assign certain tasks to receiving more feedback than others.
- Teachers in Y3 – Y6 will make clear to children that they will be expected to upload/submit/complete tasks according to the deadlines set. We would ask that parents support their child's teacher in this by checking in with their child daily that they have done this.
- Use of digital sites such as education city, Spelling Shed etc. Teachers will continue to use these to support practise and consolidation of core skills.
- In KS1 and EYFS, there will be a balance of parent supported activities and independent activities. In the former, parents will be asked to support and aid the learning for their child for the designated session. This may take the form of a directed task set or supporting within one of the lessons. The latter is where the planned activity will be more play/independent based. This is in line with the way the children would be learning in school in the continuous provision.
- Work amongst the children on the platforms will help to maintain connection, belonging and a sense of accountability to school. Teachers will celebrate individual children, share work and maintain the strongest sense of 'belonging' and class identity daily

Section Two

This section outlines the actions the school will take to ensure that children, who are not ill, have access to remote learning in the following circumstances:

- When individual children are long term shielding but their cohort is in school and therefore entitled to quality remote education in the longer term
- They are well, but having to self-isolate for 14 days while their cohort is in school
- They are well but having to self-isolate for a few days while awaiting a household test result (short term provision)

Teaching and Organisation

- Any children falling under the above categories will have access to Tapestry/ Google Classroom as usual. They will not be given a class code as their work will be found in the usual Google classroom for their class, under the 'Classwork' tab and will be labelled as ''Isolation week beginning …'' or 'Self-Isolation week beginning…'
- A suggested weekly timetable of lessons will be provided in this folder.
- Activities will be uploaded for the week and will cover all of the subjects throughout the week. As the teacher will be teaching the remainder of the class in school, the majority of the resources uploaded will be Oak Academy lessons which will be mapped to the planning and lessons delivered in school.
- The child will be asked to upload their work onto Google Classroom and the teacher will mark it/ give feedback on it instead of marking child's book in class.
- If another member of staff is self-isolating and available, they will answer any questions that the child asks throughout the day but this may not always be possible.

This policy will be reviewed regularly to ensure that our remote education provision meets the needs of our children.