



Remote Learning Guidelines DRAFT 11.11.20

Aims

These remote learning guidelines for aim to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Set out expectations for all members of the school community with regard to remote learning.
- Provide appropriate guidelines for safeguarding and data protection.
- Continue to ensure that every child receives the best education the school can provide for them.

Where a class, group or small number of pupils need to self-isolate, or there is a local or national lockdown requiring pupils to remain at home, we will continue to develop our capacity to support pupils' learning at home by providing:

- access to high quality remote education resources
- a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.
- online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

This will be achieved through a strong model of "*blended learning*", using our familiar digital platforms SeeSaw, alongside Mathletics, Times Tables Rockstars, Letterjoin and other apps to support learning.

1. Blended Learning – A tiered Approach

The school will operate a tiered approach to remote learning as follows:

<p>Tier 1: Remote Learning for Individuals</p> <p><i>If a child is unwell, they should only engage in home learning once they are feeling better.</i></p> <p><i>Some pupils may be only off for 1-3 days whilst they await their test results.</i></p>	<ul style="list-style-type: none">• If the child is well enough for home learning this will be published on child's Seesaw account.• Teachers will schedule daily activities that correspond as closely as possible to curriculum work being delivered in class.• School staff will monitor the work completed and give feedback as necessary.• Feedback will come in many forms including written/typed comments, acknowledgement of learning, staff audio-recorded feedback, 'liked' comments and more.• Teachers will only be able to give feedback at the end of school day due to their class teaching commitments.• Pupils can contact their teacher regarding their work through the messaging facilities on Seesaw.• Any parent communication should be via the school email on: help@chesterfieldprimaryelt.org or the class email and not through the digital platform.
<p>Tier 2: Remote Learning for Partial Closure</p> <p><i>Class or year group bubble is isolating for 14 days.</i></p>	<ul style="list-style-type: none">• The school will provide a daily timetable for pupils who are well enough to participate.• Where possible, the work will be provided by the child's class teacher.• The timetable will be equivalent in length to the school day and cover the same curriculum expectations.• Pre recorded lessons will be available to deliver new content.• Each set of daily tasks should be assigned to the classroom the evening before by 5pm at the latest.• School staff will monitor the work uploaded and give feedback as appropriate. Pupils can contact their teacher regarding their work through the messaging facilities on Seesaw.• Feedback will come in many forms including written/typed comments, acknowledgement of learning, staff audio-recorded feedback, 'liked' comments and more.• Any parent communication should be via the class or school email on: help@chesterfieldprimaryelt.org and not through the digital platform.
<p>Tier 3: Remote Learning for Full closure</p>	<ul style="list-style-type: none">• Protocols as above – Tier 2 remote learning• The school will endeavour to remain open to pupils wherever possible, however, should a full closure be necessary, we will offer immediate remote learning.• The weekly timetable of activities will also be added to the website in your year group sections.• An exercise book/paper/stationary will be provided for children where needed.

2. Roles and responsibilities

2.1) The school

When delivering the remote learning curriculum the school will:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- 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 resources and/or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- Consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, access to devices, apps and broadband as well as demands on parents' help or support.
- Avoid an over-reliance on long-term projects or Internet research activities.
- Continue to develop comprehensive guidance and training to staff.

2.2) Class Teachers

Tier 1 – Remote Learning for Individuals

- Teachers will schedule daily activities that correspond as closely as possible to curriculum work being delivered in class.
- Staff should monitor the digital platforms daily and provide feedback where appropriate. When providing remote learning for a pupil/small group of pupils who are self-isolating, teachers will be available in working hours when they are not teaching - i.e. 8-8:30am & 3.30-4pm – to answer any questions sent on Seesaw, or to answer any emails sent to the class email address.

Each day this should comprise of:

1. A Maths task **and** TTRockstars – Mathletics where possible
2. An English task
3. A foundation subject task

Tier 2 –Remote Learning for Partial Closure and Tier 3 – Remote learning for full closure.

- When providing remote learning for a class bubble closure or national lockdown, teachers must be available during their normal working hours (unless they have COVID symptoms or have tested

positive). If you're unable to work for any reason during this time, for example due to sickness or caring for a dependent, please report this using the normal absence procedure.

- The timetable will be equivalent in length to the school day and cover the same curriculum expectations (see example timetable below).
- Each year group class must contain the same work.
- The weekly timetable including resources should be saved on the Goggle Drive by the Wednesday before by 4.30pm. This gives your team enough time to look through the tasks and make any amendments.
- The weekly timetable and work for Monday should be scheduled/assigned on Seesaw by the class teacher to go live by Friday 5pm.
- Each set of daily tasks should be assigned to the classroom the evening before by 5pm at the latest. This includes any answers you have that go with the work e.g. arithmetic answers.

Example timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Wellbeing activities	Wellbeing activities	Wellbeing activities	Wellbeing activities	Wellbeing activities
<i>Wellbeing activities could include: physical activity - Take 10, yoga, mindfulness etc.</i>				
Phonics/spelling	Phonics/spelling	Phonics/spelling	Phonics/spelling	Phonics/spelling
English	English	English	English	English
Active/break time				
Maths	Maths	Maths	Maths	Maths
Lunch/ active break time				
Reading with an adult/ comprehension	Reading with an adult/ comprehension	Reading with an adult/ comprehension	Reading with an adult/ comprehension	Reading with an adult/ comprehension
1 of the Foundation Curriculum subjects each afternoon (History or Geography, Science, Art or D&T, RE & PSHE, Music, Computing)				

The following will apply when pre recording remote learning from home:

- Language must be professional and appropriate.
- Staff must wear suitable clothing.
- Teacher should only use devices used in appropriate areas (e.g. not in bedrooms) and the background should be appropriate.

Task organisation

- Name tasks as w/b___, Subject, Day e.g. w/b 28.9.20, Maths, Monday.
- Tasks should not require a high level of support and allow pupils to complete as much as they can independently.
- Differentiated work should be provided to those who cannot access the class work set.
- Consider the resources families will have (and not have) at home.
- Avoid tasks requiring a printer.
- Consider the range of documents you wish to add to Seesaw to support home learning (PDFs, PowerPoints, You Tube videos, video clips of new calculation methods).

Support/Feedback

- Every morning (Mon-Fri) a daily comment should be shared with the class through the class stream. This could include any of the following as examples: *Good Morning! I have enjoyed receiving all of your work, keep it coming!* A quote for the day.
- At least two pieces of work per child per day must include written or verbal feedback. Other feedback will come in different forms such as 'liked' comments.
- Consider adding additional feedback in line with the school's guidelines, where a piece of work warrants a longer response/feedback.
- Ensure comments are positive, encouraging and motivational
- When a child uploads a completed piece of work to the digital platform, they may add a question or message, which may need answering.
- Alert SLT daily if you have any children who have not engaged with any of the tasks during the week. This will need monitoring.

2.3) Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Support teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely

2.4) Senior leaders

Alongside any SLT responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5) Parents and pupils

Parents with children learning remotely will:

- Agree to the remote learning protocols.
- Make the school aware if their child is sick or otherwise can't complete work
- Review weekly and daily timetable to support their child's remote learning
- Reinforce the importance of children staying safe online.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class or school email address.

Pupils will:

- Complete work to the deadline set by teachers

- If submitting a photo or video of home learning, ensure it is focused and that you are appropriately dressed. Be aware of any family members that we may see in the background.
- Seek help if they need it, from teachers or teaching assistants

Families without IT support

- Hard copy packs will be made available for children who have no Wifi or device access
- These will be created by the Thursday afternoon of each week, by teachers, using the plans/resources
- They will be printed/posted by admin staff on Fridays
- CGP packs will be introduced for families who are unable to access Seesaw

3. Remote Learning Infrastructure

3.1 The following will be in place:

- Staff and pupils have access to a home device and the school's online platforms.
- Staff will have access to key resources remotely at home via Goggle drive. Staff are encouraged to save all files to the Google Drive rather than to devices.
- Staff and pupils will receive appropriate training.
- All staff members will take appropriate steps to ensure their work devices remain secure.
- Pupils will be provided with Seesaw login details and passwords.
- Parents will be offered training and support in the use of the school's online platforms.

3.2 Data protection

- The school will ensure any use of online learning tools, apps and systems is in line with privacy and data protection/GDPR requirements.

3.3 Safeguarding Protocols

- Pre-recorded teaching sessions should follow the same principles as set out in the Trust's code of conduct and Teacher Standards.
- It is important that all staff who interact with pupils, including online, continue to look out for signs a child may be at risk.
- Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and COVID-19 Addendum, and where appropriate referrals should still be made to children's social care and as required, the police.
- All staff have access to CPOMS to record any parent contact or concerns about children
- Members of the Designated Safeguarding Team, along with senior leaders will continue to oversee and monitor safeguarding.

3.4 Links with other policies

- Behaviour policy, with addendum
- Safeguarding and Child Protection Policy, with addendum
- Data Protection Policy and privacy notices
- Home-School agreement
- ICT and internet acceptable use policy
- Online safety Policy

- Staff code of conduct