



## **Remote Learning Policy 2021-22 – Partial school closure**

### **1. Aims**

This Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including SEND pupils) who are not in school, through use of quality online and offline resources and teaching videos.
- Provide procedures and expectations for partial school closure remote education (when a bubble closes) and also blended remote provision.
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning.
- Align high-quality remote education as closely as possible with in-school provision.
- Ensure consistency of in-school education where staff are self-isolating, but healthy.
- Include continuous delivery of the school curriculum, as well as supporting motivation, health and wellbeing, and parents.
- Support effective communication between the school and families and support attendance.

### **2. Who is this policy applicable to?**

#### **Individual children - Blended Learning provision.**

- Children that are unable to attend school due to testing positive for Covid-19.
- Children that are awaiting the results of a PCR test.
- Children who are medically advised to isolate due to being extremely vulnerable to Covid-19.
- Teachers that are awaiting the results of a PCR test.
- Teachers that are unable to attend school due to testing positive for Covid-19.

#### **Whole Bubble Closure**

- Children whose year group is not permitted to attend school as advised by PHE.

#### **Please note:**

If someone you live with has symptoms of COVID-19, or has tested positive for COVID-19, you will not need to self-isolate if any of the following apply:

- you're fully vaccinated – this means 14 days have passed since your final dose of a COVID-19 vaccine given by the NHS
- you're under 18 years, 6 months old
- you're taking part or have taken part in a COVID-19 vaccine trial
- you're not able to get vaccinated for medical reasons

### **3. Content and Tools to Deliver Remote Education Resources**

**The following resources and teaching materials will be used during a whole bubble closure:**

- High quality online resources for all children uploaded to Google Classroom
- Access to education websites – OxfordOwl, RWI (Phonics) Virtual Classroom, White Rose Maths videos etc.
- Use of recorded videos and narrated PowerPoints for teaching and assemblies
- Live Google Meets teaching sessions with class teacher
- RWI Resources will be uploaded to Google Classroom and live RWI Google Meet lessons provided where appropriate.
- If part of the usual weekly timetable, then the following will also occur:
  - Live Google Meets music lessons with music lead.
  - Live Google Meets Health and Fitness lessons with PE lead.
  - Online 1:1 music tuition provided by Hackney Music Service, if the child takes part in peripatetic music lessons

**The following resources and teaching materials will be when an individual child has to self-isolate whilst their class remains in school:**

- Access to education websites – OxfordOwl, RWI (Phonics) Virtual Classroom, White Rose Maths videos etc.
- Daily English, maths and foundation subject assignments uploaded to Google Classroom
- RWI Resources will be uploaded to Google Classroom and live RWI Google Meet lessons provided where appropriate.
- Use of recorded videos and narrated PowerPoints for teaching of maths and assemblies
- If part of the usual weekly timetable, then the following will also occur:
  - Online 1:1 music tuition provided by Hackney Music Service, if the child takes part in peripatetic music lessons

## **4. Roles and Responsibilities**

### **4.1 Teachers**

Teachers must be available between 9:00am and 4:00pm.

When providing remote learning, teachers are responsible for:

**Setting work during whole bubble closure:**

- Teachers will set work for the pupils in their classes/year group with differentiation that meets the needs of individuals. Year group teams can work together to provide lessons but must have Google Meets with their own classes. If a teacher is sick, SMT will cover.
- Where at all possible the work set should follow the timetable at the end of this document.  
**Please see Appendix 1 for whole bubble closure.**
- Teachers will start live contact with children at 9.15am every day, using Google Meet. They will check in with the whole class and teach and facilitate a live session in English, maths and foundation subjects every day.
- Teachers will inform SMT if children repeatedly and regularly missed live sessions.
- Teachers will then be available on Google Meet until 12pm to support English and maths activities and provide additional explanations for children or unpick misconceptions.
- Teachers would also be available on Google Meet from 1:00 – 1:30pm, to teach a short foundation subject lesson.

- Videos and high-quality curriculum resources will be available through Google Classroom and links to those provided by our schemes of work e.g. White Rose Maths.
- PPA teacher would cover the class teacher's remote learning timetable when providing PPA cover. PPA teachers would be responsible for the live teaching sessions, responding to any questions children raise on the Google Meet 'chat' function, and also marking work uploaded to Google Classroom.

#### Setting work for individual children (blended learning) whilst the remainder of the class are in school as normal

- Where at all possible the work set should follow the timetable at the end of this document. **Please see Appendix 2 for blended learning procedures for individual children self-isolating.**
- Teachers will upload English, maths and foundation subject assignments (mirroring what is taught at school) onto Google Classroom, for individual children who have tested positive (where the class teacher is in school teaching the class).

#### Providing Feedback on Work

The week's work will be 'made live' on Google Classroom at 6pm on the Sunday (or at 6pm on the day before remote learning will commence.) There will be five English, five maths and five foundation subject tasks available, one for each day of the week. Work will be marked as follows:

- If Monday's English, maths or foundation topics tasks are submitted by 3:30pm on Monday, a teacher response will be given by the end of the following day (Tuesday).
- If Monday's English, maths or foundation topic tasks are submitted after 3:30pm on Monday, a teacher response will be given by the end of the current week (Friday).
- If any tasks are submitted after 3:30pm on Friday, a teacher response will be given by the end of the following week (Friday week).

See **Appendix 3** for details of the amount and type of feedback provided during periods of school closure. This information can also be found in the addendum to our Presentation and Marking Policy.

#### **4.2 Teaching Assistants**

Teaching assistants must be available during their normal work hours if they are working from home.

- 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.
- If working from home, they should be involved with phone calls home (if directed to) and the general support and encouragement of the children in their class – this will include writing comments on Google Classroom.
- They will also take part in appropriate training programs, for example RWI Online Training.
- They must attend the daily class Google Meets sessions.
- Once a week, teaching assistants are expected to record a story or make a quiz, which will be uploaded to the Google Classroom of the year group that they usually work in.

#### **4.3 SMT**

- Co-ordinating the remote learning approach, for the closed year group bubble, including daily monitoring of engagement.

- Providing staff with the tools and resources to provide effective remote teaching.
- Monitoring the effectiveness of remote learning.
- Supporting the Mental Health and Wellbeing (MHWB) of families and staff – including signposting to other agencies and our Place2Be School Project Manager.
- Supporting families with difficulties accessing and/or concerns about remote learning
- Supporting children with IT and provide devices to those families in need.
- Distribute vouchers to children entitled to free school meals, who are not attending the key worker and vulnerable children provision in school.
- Supporting EAL/SEND families in accessing online learning.
- Regular communication to staff and families with details of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensure that remote lessons during a partial closure, follow the current curriculum map.-This will enable a smooth transition from in-school learning to remote learning and vice versa.
- Support the class teacher with the provision of home learning for individual children who are isolating (where the class teacher is in school teaching the class.)

#### **4.4 Pupils and Parents**

We recognise that remote education is challenging for children and parents alike and that the work set needs to be challenging, accessible and achievable. We know that for some parents' technology, terminology and their own work commitments mean that it is very hard for parents to support their child at home and that this causes stress and concerns. In addition to this, some parents have found using Google Classroom and Google Meets challenging. We hope that through our continued dialogue with parents that we have been able to modify and enhance our offer.

As work is set on Google Classroom, we are limited by the vocabulary used on the platform. We set start and due dates for work and that if work is submitted after the due date then it is marked as 'Done Late' – this can prove disheartening. We know that all families are making their best effort to submit work when it is completed.

Guidance from the DfE (Feb 2021) indicates the school should set work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects. They suggest that children should participate in lessons and complete the independent work that they have been assigned, for the following number of hours per day:

- Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children
- Key stage 2: 4 hours a day
- Staff can expect pupils learning remotely to:
  - Complete work set by teachers, when it is most suitable for them to do so
  - Seek help from teachers if they need it
  - Alert teachers if they're not able to complete work
  - Behave well and use appropriate language

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it

- Be respectful when making any concerns known to teachers
- Communicate concerns directly with the school rather than in a shared forum

## Appendices

### Appendix 1: Learning Overview for whole year group closure

We use Google Classroom to enable pupils to learn from home. Every child has a unique login. Google Classroom is a safe and secure solution for our children to access learning materials directly from their class teachers. This is to allow remote learning.

All work is posted on Google Classroom. Guides showing how to use Google Classroom can be found on our Home Learning page as well as the links below.

Instructions for laptops and computers:

[https://drive.google.com/open?id=1h65GOfxwkWcAsSQ07QISjFbVH\\_2spfda](https://drive.google.com/open?id=1h65GOfxwkWcAsSQ07QISjFbVH_2spfda)

Instructions for smartphones and tablets:

<https://drive.google.com/open?id=1b0JxKmsD97t4MVIbH5fv9o-gR-RuSBrb>

#### 1. Partial School closure (Following the school's Covid 19 Outbreak Management Plan )

In the event of a partial closure the following procedure will be followed:

- Parents will be emailed an extensive list of online resources and websites that can be used by children during remote learning. This list will also be on the Covid-19 section of our website.
- Teachers will migrate their planned English, maths and afternoon foundation lessons to Google Classroom.
- If we are notified that a year group will need to close before the end of the school day (3:30pm), then live lessons will start the following school day (e.g. If we are notified on Monday at 2:30pm, then live lessons will start on Tuesday am.) If we are notified after 3:30pm, then live lessons will start after two school days (e.g. If we are notified on Monday at 5:30 pm, then live lessons will start on Wednesday am.)
- Teachers will upload the following work to Google Classroom every week:
  - Five English activities – following Hamilton planning.
  - Five maths activities – using White Rose Maths Resources (Rec – Y6 children) and the Early Adopter EYFS Curriculum (Nursery).
  - Five foundation activities – following the current curriculum map.
  - Resources will be made 'live' at 6pm on the Sunday prior to the start of the week – if the bubble needs to close for a full week.
  - If the **year group closes midweek**, and we are notified before the end of the school day, then we would aim for resources for the following day will be made 'live' at 6pm on the day prior to the start of remote learning or, if this is not possible, by 9am on the first day of remote learning. Resources for subsequent days will be made live by 6pm on the previous day. For example, if the school was notified on Monday at 2:30pm that a bubble needed to close, then teachers would make Tuesday's online resources ready by Monday at 6pm (or 9am on Tuesday), Wednesday's resources would be uploaded by 6pm on Tuesday, Thursday's resources by 6pm on Wednesday and Friday's resources by 6pm on Thursday. Resources for subsequent remote learning GC assignments will be made live on Sundays at 6pm.
- Teachers will write a short positive comment to celebrate the work that children upload to Google Classroom.
- Teachers will address any misconceptions or errors in English and maths, using **Whole Class Feedback**, during the following live session.

- If the maths work submitted demonstrates that the child had significant difficulties completing the task, then the teacher would provide more detailed 1:1 written or verbal feedback to the child.

Each class will have the following timetable:

9:15 – 9:25: Live-streamed (on Google Meet)	General welcome and catch up. Children will access Google Meet via the link in their Google Classroom.
9:25 – 10:00: Live-streamed (on Google Meet)  <b>English lesson</b>	<b>Live English session.</b> The structure of these lessons will differ depending on the age of the children. Children arriving after 9:25am will not be allowed into the meeting. Younger children (EYFS and KS1) might start the lesson showing their work from the previous English lesson. The teacher would address any misconceptions they had noticed in the previous day's work and then teach the English lesson, talking through Google Slides, and explaining that day's activity. The live-streamed part of the lesson might end after 20 or 30 minutes. Older children (KS2) might start their lesson by the teacher reviewing key points from the previous lesson. The teacher would teach the lesson and explain that day's activity. The live-streamed part of the lesson might end after 30 minutes. At the end of the hour, the teacher might ask the children to show their work. In either case, children would be able to complete their English task and upload their work to Google Classroom, where it would be marked by their teacher. The resources used during the lesson, would be on Google Classroom – allowing children and parents to review the slides and also allow children that didn't attend the live-streamed lesson, to independently access the resources.
10:00 –10:30	Children complete English task. Teachers will be available, via 'Chat' on Google Meet, to answer any questions that children or parents may have regarding the day's English task.
10.30-10.45:	Break
10:45 – 11:15: Live-streamed (on Google Meet)  <b>Maths lesson</b>	<b>Live Maths session.</b> Teachers will use the White Rose Maths teaching slides to teach the maths focus for the day; outlining key points, asking questions and clarify understanding. They will explain the day's maths activity and how children can complete the task. The teaching session will last approximately 25 minutes (the session may be shorter for our younger children.)  Children will be able to view the day's White Rose Maths resources (Rec – Y6) or EYFS resources (Nursery) on Google Classroom. The White Rose Maths videos can be used to review / explain the maths task, so helping younger children to understand the activity – if they are unable to read the instructions.
11:15 – 11:40:	Pupils should complete their daily maths assignment; they will record their answers on photocopied papers from their White Rose Maths workbooks or on Google Slides.

	Teachers will be available, via 'Chat' on Google Meet, to answer any questions that children or parents may have regarding the day's English / maths task.
11:40 – 11:50 Live-streamed (on Google Meet)  <b>EYFS and KS2 Maths lesson</b>	<b>Live Maths session.</b> Children in EYFS will share their work and, in reception, discuss the True or False challenge. Children KS2 will share their work, go through the answers and self-mark. Children will self-mark their work and upload a photo of this to Google Classroom.
11:50 – 12:00: Live-streamed (on Google Meet)  <b>Story time</b>	Teachers will read a story and enable children to share any work they have completed.
12.00 – 1.00	Teachers and children's lunchtime.
1:00 – 1:30 Live-streamed (on Google Meet)  <b>Foundation subject lesson</b>	<b>Live Foundation subject lesson. KS1 &amp; KS2</b> Teachers will teach a short foundation subject lesson – using the curriculum map and resources that would have been taught in class. <b>EYFS</b> teachers will teach a focus activity, linked to an area of learning – such as EAD, UW, PD and PSED.
1:30 – 3:30: TEACHERS	Teachers will mark work submitted on Google Classroom and plan work for following days or weeks.
1:30– 3:30: CHILDREN	Afternoon live-streamed lessons and assemblies: Assemblies, Music and Fitness (if part of the usual timetable). These lessons will be delivered on Google Meet via Google Classroom. Children would also complete their English, maths and foundation activities.

Live sessions are not compulsory, but we would hope that the children would be present during their teacher's explanation at the beginning of the sessions, so that they are well prepared to complete the tasks. However, it will be up to parents to decide what is most appropriate for their child. All the work is still being assigned on Google Classroom, to enable families to manage their own timetable, particularly if they have established a family routine that works for them or have work or caring commitments.

**In addition to the above offer:**

For children that are part of RWI (Reception and KS1 children):

- The RWI Lead will allocate RWI books, virtual lessons and links to RWI YouTube videos to Reception and KS1 children, to continue to support children to learn to read. New books and teaching videos will be allocated regularly – generally every three school days (for children learning to blend or reading Paper Ditties or Red Books) or every five school days (for children reading Green books to Grey books inclusive).
- The RWI Lead would organise Google Meets for some RWI lessons, where appropriate.
- The RWI Lead will provide support to parents to help them with key aspects of RWI, during remote education, including remote lessons where appropriate.

TA contact for all children:

- Where possible some children will be contacted once a week by their teaching assistant continue to promote children's connection with William Patten and to offer support and encouragement.

For children that are part of our SEND provision and follow specific S&L and intervention programs:

- Children's intervention programs will be delivered online by Billy or a member of the Inclusion team.
- 1:1 / group speech and language interventions (S&L service)
- Children with EHCPs will be contacted on a regular basis by their 1:1 TA

For all children:

- Weekly Headteacher Award assembly (Karen)
- Weekly Kindness Certificate assembly (Sian)

## **Appendix 2: Learning Overview for Blended Learning - individual children isolating at home, remainder of their class is taught as usual in school.**

We use Google Classroom to enable pupils to learn from home. Every child has a unique login. Google Classroom is a safe and secure solution for our children to access learning materials directly from their class teachers. This is to allow remote learning.

All work is posted on Google Classroom. Guides showing how to use Google Classroom can be found on our Home Learning page as well as the links below.

Instructions for laptops and computers:

[https://drive.google.com/open?id=1h65GOfxwkWcAsSQ07QISjFbVH\\_2spfd](https://drive.google.com/open?id=1h65GOfxwkWcAsSQ07QISjFbVH_2spfd)

Instructions for smartphones and tablets:

<https://drive.google.com/open?id=1b0JxKmsD97t4MVIbh5fv9o-gR-RuSBrb>

### **2. Blended Learning**

Individual children that are unable to attend school due to one of the criteria mentioned in section 2 of this document, will be supported in their home learning by:

- Being provided with a list of online resources to facilitate engagement with their learning.
- Teachers uploading White Rose Maths PowerPoints and activities, linked to their current Power Maths curriculum, to Google Classroom.
- Teachers uploading English and foundation assignments to Google Classroom, mirroring the work being taught in class.
- If classwork is on ActiveInspire slides, rather than PowerPoints, then teachers would export the ActiveInspire slides as a pdfs and provide this for reference, on Google Classroom. Any video links would be attached separately.
- Teachers marking and commenting on children's work.

#### **In addition to the above offer:**

For children that are part of RWI (Reception and KS1 children):

- The RWI Lead will allocate RWI books, virtual lessons and links to RWI YouTube videos to Reception and KS1 children, to continue to support children to learn to read. New books and teaching videos will be allocated regularly – generally every three school days (for children learning to blend or reading Paper Ditties or Red Books) or every five school days (for children reading Green books to Grey books inclusive).
- The RWI Lead will provide support to parents to help them with key aspects of RWI, during remote education, including remote lessons where appropriate.

For children that are part of our SEND provision and follow specific S&L and intervention programs:

- Children's intervention programs will be delivered online by Billy or a member of the Inclusion team.
- 1:1 / group speech and language interventions provided by the S&L service.
- Children with EHCPs will be contacted on a regular basis by their 1:1 TA

### **Appendix 3: Addendum to the Marking Policy during School Closure**

During periods of partial school closure, when our Remote Learning Policy – Partial Closure is applied, teachers will teach English, maths and foundation subjects via online Google Meet lessons and will allocate work for children to complete on Google Classroom. Children will upload completed English, maths and foundation subject activities. Teachers will mark work, within the timeframe explained in our Remote Learning Policy.

At William Patten we provide timely and appropriate feedback to children, in line with the guidelines of our Marking and Feedback Policy, to have a positive impact on children's progress. After providing such feedback ( oral, written, providing additional challenges, green pen questions etc. ) teachers monitor the child's response and provide continued support as needed. We recognise that such interactive and diagnostic marking and feedback is not possible during Remote Learning, and hence during school closure marking will follow the following guidelines:

- 1) If necessary, teachers will provide verbal **Whole Class Feedback**, during subsequent English, Maths and foundation subject lessons to explain any misconceptions or errors that children have made during previous lessons. This is in line with our usual practice in school.
- 2) Teachers will **celebrate** children's completed English work with a simple comment, such as 'Well done, a super piece of writing' or 'Excellent creative writing' or 'Awesome alliteration!'. Teachers will not provide detailed 1:1 marking of work or respond with a personalised question, as this is not appropriate, timely or productive for the child or the teacher.
- 3) At the end of every online maths session, teachers will review the answers to the day's maths assignment and **children will self-mark** their work. Children will then upload a photograph of their marked work to Google Classroom. Teachers will **review this and thank** children for submitting it ('Well done, great maths today' or if children found the task tricky a comment such as 'Well done, we'll look at this again tomorrow' might be appropriate.)
- 4) Children that did not self-mark, will upload their maths assignment. Teachers will **review this work and thank** children for submitting it (Well done, great maths today.) If a child has made a few errors ( < 40%), then these can be addressed during the verbal **Whole Class Feedback** at the start of the following lesson and a comment such as 'Well done, we'll look at this again tomorrow' might be appropriate. However, if the work submitted demonstrates that the child had significant difficulties completing the task, then the teacher would provide more detailed 1:1 written or verbal feedback to the child.
- 5) Work submitted in response to foundation subjects will be recognised with a **short positive comment** –that acknowledges the subject discipline, wherever possible, e.g. – 'Great model-making', 'Super historical/scientific/religious research', 'Wonderful artwork' etc.
- 6) Marking of work submitted in response to RWI assignments will be detailed, when key teaching points need to be explained to parents (to help support the teaching of reading at home) or specific questions raised by parents need to be answered.

**Policy Agreed:** April 2021

**Policy Review Date:** July 2022