

Remote Learning Policy & Home / School Agreement

Spring 2021

Review period

This document may be reviewed and updated at any time subject to local or national changes. Changes may also need to be made in the remote learning programme at very short notice due to unforeseen issues

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| Date of Policy | 5th January 2021 |
| Chair of Governors | Elizabeth Maykels |
| Headteacher | Hannah Trickett |

Aim

At Maple Cross JMI and Nursery School, we are focussed on high quality education at all times, including during periods of remote learning.

In the event of a partial or complete lockdown or the requirement to close bubbles there will be some impact on all of us. This will look different for different families at different times. We understand the varying complexities that families (including staff) will face. The aim of this document is to create a clear and concise set of guidelines so that we all know what is expected. In this way, we can mitigate the impact of this on the wellbeing and learning opportunities of our children.

This document will address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection and safeguarding.

This agreement aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum at Maple Cross
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Ensure clarity of understanding about what is and is not achievable during a lockdown or closure of a school bubble scenario
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure staff, parent and pupil data remains secure and is not lost or misused
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure all pupils have the provision they need to complete their work to the best of their ability and to remain happy, healthy and supported during periods of remote learning

Definitions

| Term | Meaning |
|---------------------|---|
| Lockdown | The school is required to close in some capacity |
| Partial Lockdown | The school is required to close one or more classes while the rest of the school remains open |
| Complete Lockdown | The school is required to close for every child |
| Key Workers | Parents whose work is critical to the coronavirus (COVID-19) response include those who work in health and social care and in other key sectors. For further information please refer to the Government guidance. |
| Key Worker Children | Children whose parents are confirmed as being key workers AND those children who, through discussions with the school, have been authorised to come into school and receive support during lockdown |
| Vulnerable children | Children who the school, local authority and/or Government identify as vulnerable when at home. For further information please refer to the Government guidance. |

Legal Framework

This document has due regard for all policies at Maple Cross JMI and Nursery School including but not limited to: Teaching and Learning, Child Protection, Data Protection, SEND, Behaviour, Attendance and GDPR.

National guidance and laws also impact on the success of this document including the Education Act 2004, School Attendance 2019, Keeping Children Safe in Education 2020, Guidance for Full Opening 2020, Adapting Practices for Remote Learning. These documents are regularly updated in addition to the publications of new documents which may be released after this policy is published.

Possible Scenarios

There are many different scenarios that we may need to face and it is not possible to anticipate all of them. This means that the actual Remote Learning experience you and your child receives may well vary from that which is described in this document. However, generally we may assume that:

- Remote Learning programme will include online, pre-recorded sessions between the class teacher or LSA and the children
- Dedicated time when the teacher will be answering questions on the google classroom chat function
- Daily check in with class teacher using Google Meet within Google Classroom
- Children will use Google Classroom as the platform by which they will be able to access the remote learning
- Whole school (KS1 & 2) daily assemblies
- Periods of self-isolation will affect not just families but also staff. Special consideration must be made for staff members who are medically vulnerable or have medically vulnerable members of their family and those with young children who may also be at home

Roles and responsibilities

While Remote Learning is in place, the expectations on the child in terms of what they do and how much will be communicated by the class teacher and shared with parents. The daily check in to start the day will also ensure pupils are aware of the expectations of learning.

Teachers are responsible for:

- Adhering to this document at all times during periods of remote learning
- Reporting any safeguarding incidents to the Designated Safeguarding Lead and asking for guidance as appropriate
- Taking part in any training conducted to meet the requirements of this document, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher
- Reporting any defects on school-owned equipment used for remote learning to Con-Ed, our IT support.
- Adhering to the Staff Code of Conduct at all times
- Referring to the Remote Learning Programme Agreement (**Appendix 1, 2 and 3**)

Parents and pupils are responsible for:

- Adhering as closely as possible to this document during periods of remote learning
- Following the Remote Learning Agreement (**Appendix 1, 2 and 3**) and monitoring the child's online use, referring to the Online safety policy on the school's website when necessary
- Reporting any absence (**See Attendance**)
- Ensuring their child uses the equipment and technology used for remote learning as intended
- Ensuring they are available to learn remotely between the hours specified within the remote learning timetable and that their school learning is completed on time and to the best of their ability
- Communicating with the class teacher when there are points to raise about your child's wellbeing regarding the remote learning experience

Expectations of Remote Learning

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| 1. | The daily Remote Learning Programme will begin from the third day of a bubble close or lockdown. Unless prior warning is given. For Spring 2021 term remote learning will begin on the first day of term as planned (Wednesday 6 th January). |
| 2. | Learning will be delivered primarily through the sharing of learning on the Google Classroom platform. |
| 3. | Remote sessions where the teacher/LSA is virtually delivering a lesson will be delivered through Google Classroom. |
| 4. | Online sessions, led by the teacher or the LSA will happen every day but not for the entire day . |
| 5. | Most online sessions should not last longer than 30 to 45 minutes and breaks are scheduled throughout the day. |
| 6. | All online resources will be shared through Google Classroom. If printed resources are required then paper copies will be provided outside of school in the 'resource box' for all of those who do not have such resources at home. |
| 7. | Children will have at least two points of contact with the teacher/LSA during the school day. These set times will be specified. One will be via video (Google Meet) and one via the Google Chat bar in addition to regular times after each video release. |
| 8. | There will be a live Review Meeting held every week for children in Year 1 to 6 on Fridays with Mrs Trickett. These sessions will discuss the progress of the week, learning barriers, strengths and a well-being check in (See Timetable) |
| 9. | For Reception children, there will be a Show and Tell time on Tuesday and Thursday afternoons in addition to daily morning check ins for Nursery and Reception. |
| 10. | Children will be required to follow a daily timetable where they should be available for live virtual sessions as per the timetable. |
| 11. | Children should be learning each day for the duration of the school day (morning for Nursery) but this should not be on a device full time and will include time away from screens. |
| 12. | A week's timetable will be shared with parents and discussed daily with children. |
| 13. | Learning may be carried over a series of days |
| 14. | Pre-recorded lessons and narrated PowerPoints will be delivered at different times through day. Some children will have more 1:1 contact than others but all children will receive support. |

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| 15. | Learning will include but not be limited to: Phonics/Reading, Writing Key skills activities, Maths and times tables, reading a book daily. Other curriculum learning including science and the foundation subjects will also be shared. |
| 16. | Children who have 1:1 support may receive additional support via the phone on a one to one basis. This will be personalised for each child and parents kept informed. |
| 17. | Children should leave learning on GC where teachers can then review and provide feedback. For EYFS, this will be in the form of pictures/videos sent in via 2simple and the usual way. |
| 18. | Feedback will be carried out by the teacher during lockdown. This may be completed through live virtual discussions or 1:1. |
| 19. | The quality and quantity of learning produced by the child will be discussed with the teacher during the week and in the weekly review meetings. |
| 20. | Quality of learning and online behaviour will be as near to normal classroom expectations as possible. |
| 21. | Teachers will attempt to keep the amount of printing required to a minimum. |
| 22. | Children are required to undertake physical movement breaks and daily exercise. |
| 23. | If parents need to make contact with class teachers they should contact them via the admin@maplecross.herts.sch.uk address |

Review Meetings

The weekly review meetings are intended to create a dialogue between the teacher/LSA and the children, evaluating their learning and preparing the children for what they will do the following week. These meetings will take place via the daily check ins, discussions on the chat bar and weekly meetings via Zoom with Mrs Trickett. The timetable of these sessions are on the remote learning timetable.

Illness and Absences

- If your child is ill during lockdown (and unable to complete online learning), parents should inform the class teacher by reporting absence in the usual way.
- The teacher will rely on parents to ensure that communication is clear and timely.
- Remote learning should not be completed by children who are unwell but should be completed by all of those who are isolating due to close contact.

Weekly Timetable

See separate document.

Please note:

- Within a 2-week period it is possible that not all curriculum subjects will be taught
- Some curriculum subjects may be covered more than once as there may be a particular focus
- Children should try to stick to these timings as much as is possible. Teachers will support with this
- It will be the role of the teacher to monitor the quality and quantity of learning
- In addition to the learning provided by schools some families will find using the Oak Academy, White Rose and BBC Bitesize useful. This should be used to accompany school learning.

Key Working Children

- Unless instructed otherwise, the school will support key workers by running groups in school during lockdown
- In the event of a lockdown, it will be in the parents, the child's and the member of staff's interest to keep the numbers attending these in-school services to the minimum possible
- These groups will be led by a Learning Support Assistant as class teachers will be facilitating live learning.
- The organisation of the children will be dictated by the availability of staff at the time
- Children will be expected to follow the Remote Learning set by the class teacher, using in-school devices and virtual sessions.

Management of Data Protection

Protecting children's identity is a key priority when recording live sessions with children. To ensure we are GDPR compliant teachers and LSAs will not record a session where the children are on screen.

Costs and Expenses

The school will not contribute to any household expenses incurred while pupils learn remotely. This may include but not be limited to: heating, lighting, electricity, purchasing of new IT equipment or Wi-Fi costs. Similarly, the school will not reimburse any costs for childcare.

Where a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

Possible Scenarios

There are many different scenarios that we may need to face in the coming months ahead and it is not possible to anticipate all of them. This means that the actual Remote Learning experience you and your child receives may well vary from that which is described in this document. However, generally we may assume that:

- If a bubble or group of bubbles need to self-isolate then this is likely to be for a period of ten days
- Periods of self-isolation will affect not just families but also staff. Special consideration must be made for staff members who are medically vulnerable
- It is possible that teachers may become ill during lockdown. Although we have a series of backup plans prepared to accommodate this scenario there remains the possibility that there will not be a teacher available to work with a class. In this unlikely event, there will be learning set for the children that is more generic with the LSA providing as much support as can be given
- Periods of self-isolation may be required more than once for children and staff within a short timeframe of the previous case. Although this will clearly be disruptive to you, your child and the school it will still be necessary to follow directives from Public Health England

Attendance and Engagement during self-isolation

Children will be expected to follow the class daily timetable and attend all online sessions when learning from home.

If your child is unwell or family circumstances mean that your child is unable to take part in the Remote Learning programme then please email the class teacher as soon as possible. Teachers and the admin team have been asked to rigorously follow up absences quickly to ensure that children remain safe during the lockdown period.

Where your child is refusing to participate and you are unable to support your child through this then please email the class teacher. Your class teacher will then make contact with you and speak to you and your child. Any refusal to join in would be considered as falling within the schools Behaviour Policy and will be managed as such by the teacher. However, the best response for most children will be a more nurturing and supportive approach in the first instance.

Feedback and Marking

Teachers will be providing feedback and marking to children as appropriate. Some of the learning on Google Classroom includes immediate answers. Wider feedback may be individually, in small or whole class. Teachers will use a combination of strategies. Children may at times be asked to self-mark using answer sheets provided in Google.

Providing Remote Learning Offline

Please note that Maple Cross JMI and Nursery School will only be receiving a few number of devices from the Government so your support in providing devices for your children would be appreciated.

It is anticipated that all children will be able to access the Remote Learning Programme online. If your circumstances change and you do not have remote access during a period of self- isolation then please contact the school as soon as possible.

Updating and Reviewing the content of this document

This document may be reviewed and updated at any time subject to local or national changes. Changes may also need to be made in the remote learning programme at very short notice due to unforeseen issues. Examples of these may include but not be limited to:

- Hardware, software or Wi-Fi failure either at school or at the teacher/LSA's home
- Medical wellbeing of the teacher and/or LSA limits the level of interaction or volume of work available
- A member of staff being involved in a personal emergency

Hannah Trickett

Head Teacher

APPENDIX 1

Maple Cross JMI and Nursery

EARLY YEARS REMOTE LEARNING PROGRAMME AGREEMENT

In the event of a lockdown/bubble closure and your child is unable to come to school we will initiate the **Remote Learning Programme** from the second full day of absence. To ensure that children get the very best opportunity to make the most of this programme the following expectations have been produced so that you know what is expected from the class teacher, you and your child during these difficult times.

| Class teacher | Pupil | Parent |
|--|---|---|
| <ul style="list-style-type: none"> • Monitor children’s well-being by asking chn how they are • Deliver a full and normal a curriculum as much as is practically possible during a lockdown situation • Provide sufficient learning each day • Provide a Daily Remote Learning that will be emailed directly to parents in advance • In the EYFS, this learning will be backed up by videos or live sessions wherever possible • Provide learning that builds carefully on prior learning • Have high expectations of progress, participation and behaviour for every child • Provide feedback as appropriate • Provide additional one to one or group support whenever necessary to support progress either through online conversations or via telephone • Learn in an environment where children and parents are courteous and respectful | <ul style="list-style-type: none"> • Be willing to talk to an adult at home or the teacher about how you feel • Learn as hard as you can, to the same high standards as if you were in school • Complete the learning tasks set within the same day • Co-operate and contribute in video calls with your teacher and class friends • Follow normal behaviour expectations when online and offline, being considerate about other people’s feelings and privacy and following adult instructions • Meet all the learning deadlines set by your class teacher. This includes finishing the learning set for every day as well as any extended learning by the agreed deadline • Ask for help whenever you need it but take risks and make mistakes as this is the best way to learn (getting things wrong is the first step to successful learning!) • If working on a device, for every hour that you learn, you should have a 10 minute break • Respond to the teacher’s verbal feedback by reviewing the previous day’s work as quickly as possible | <ul style="list-style-type: none"> • Provide a quiet, safe public place (not your child’s bedroom) for online conference meetings with your child’s teacher • Children should be fully dressed during all online meetings and not in pyjamas • Help your child keep a daily routine that mirrors as closely as practically possible a normal school day • Provide telephone facilities so that the teacher/LSA can contact your child whenever necessary • Help organise your child so that they can increasingly learn independently • Allow your child to make mistakes in both their organisation and the quality of their learning (the teacher will pick this up and manage this) • Help your child plan their day. In the EYFS, support your child to access live sessions and videos. • Take pictures of your child/child’s learning each day and submit them through the 2simple app, read any comments made by the teacher to your child • Encourage your child to finish their learning by 3pm whenever possible (this will enable the teacher to look at the learning that day) • Let the teacher know if your child is struggling with anything, particularly if there are well-being |

| Class teacher | Pupil | Parent |
|---------------|-------|--|
| | | <p>concerns</p> <ul style="list-style-type: none"> • Support positive online behaviour at all times, following the school's Behaviour Policy • Show interest in your child's learning, particularly in the hard steps they take to achieve the outcome • Be available to talk to the class teacher if it is asked • Email the class teacher if you have questions or comments about how your child is working • Understand that much of the learning that goes on in an EYFS classroom is learning through play so many of the tasks set may feel like 'playing' rather than 'learning' |

APPENDIX 2

YEAR 1 to 6 REMOTE LEARNING PROGRAMME AGREEMENT

In the event of a lockdown and your child is unable to come to school we will initiate the Remote Learning Programme from the second full day of absence. To ensure that children get the very best opportunity to make the most of this programme the following expectations have been produced so that you know what is expected from the class teacher, you and your child during these difficult times.

| Class teacher | Pupil | Parent |
|---|--|--|
| <ul style="list-style-type: none"> • Monitor children’s well-being • Deliver a full and normal a curriculum as much as is practically possible during a lockdown situation • Provide a Daily Remote Learning plan that will be placed onto Google Classroom for the times agreed on the timetable. • Provide learning that builds carefully on prior learning • Provide sufficient support and challenge learning (adaptations to the curriculum can be achieved through questioning, variations of resources, level of independence, difference in expectation within the same task and other ways that do not necessarily require a different task) • Provide daily contact with children – this may be the whole class, groups or Individuals • Have high expectations of progress, participation and behaviour for every child • Provide feedback • Provide additional one to one or group support whenever necessary to support progress either through online conversations or via telephone • Work in an environment where children and parents are courteous and respectful • Will respond to parents emails within 48 hours | <ul style="list-style-type: none"> • Willing to talk to an adult at home or the teacher about how you feel • Learn as hard as you can, to the same high standards as if you were in school • Organise your remote learning day so that it is between the times specified on the timetable • Co-operate and contribute in video calls with your teacher and class peers positively and politely • Follow normal behaviour expectations when online and offline, being considerate about other people’s feelings and privacy and following our school rules • Reporting any technical issues to their teacher as soon as possible • Ensuring you have access to remote learning material and notifying a responsible adult if they do not have access • Notifying a responsible adult if you are feeling unwell or are unable to complete the schoolwork they have been set • Ensuring use of any equipment and technology for remote learning as intended. • Adhering to the Behaviour Policy at all times • Meet all the learning deadlines set by your class teacher. This includes finishing the learning set for every day as well as any extended learning by the agreed deadline • Ask for help whenever you need it but take risks | <ul style="list-style-type: none"> • Provide a quiet, safe place (not your child’s bedroom) for online conference meetings with your child’s teacher. The only time a bedroom should be used is if there is a desk space in the room and an adult is within earshot. Parents must listen to what their children are doing to ensure there are no safeguarding concerns. • Children should be fully dressed during all online meetings and not in pyjamas • Help your child keep a daily routine that mirrors as closely as practically possible a normal school day • Provide telephone facilities so that the teacher/LSA can contact your child whenever necessary • Technical issues with online working will be communicated as quickly as possible to the class teacher • Help organise your child so that they can increasingly learn independently, providing pens and paper etc. prior to sessions starting and make school aware if you need support with resources. • Allow your child to make mistakes in both their organisation and the quality of their learning (the teacher will pick this up and manage this) • Ensure that live sessions are not interrupted • Encourage your child to finish their learning by |

| Class teacher | Pupil | Parent |
|---------------|--|---|
| | <p>and make mistakes as this is the best way to learn (getting things wrong is the first step to successful learning!)</p> <ul style="list-style-type: none"> • If learning on a device, for every hour that you learn, you should have a 10 minute break • Not to use Google Classroom in any way that does not meet your teacher's expectations. This includes not making direct contact with another pupil unless the teacher has allowed you to not recording any live communications unless for learning purposes and not re-circulating on any form of social media. | <p>the end of the timetable whenever possible</p> <ul style="list-style-type: none"> • Let the teacher know if your child is struggling with anything, particularly if there are well-being concerns • If you have points to raise in regard to the quality of presentation in the remote sessions then please inform the office • Parents/Pupils will email the class teacher if learning cannot be completed and explain why • Support positive online behaviour at all times, following the school's Behaviour Policy • Show interest in your child's learning, particularly in the effort they take to achieve the outcome • Be available to talk to the class teacher if it is asked • Email the class teacher if you have questions or comments about how your child is learning • Parents will monitor the use of the Google Classroom and general IT use • The school would welcome any positive comments about your child's experiences |

APPENDIX 3

Feedback and Marking Guidelines during Lockdown

The aim of providing feedback and marking is to assess impact on the understanding and application of the skills learned. This can be achieved in a multiple of different ways, some that are clearly observable and others that are not. With this in mind, below is a reference of what feedback might look like and what role each of us will have in providing this during lockdown.

| Class Teacher | Pupil | Parent |
|---|--|---|
| <ul style="list-style-type: none"> • Teachers will provide regular feedback to your child. This may be verbal as well as written • Teachers will provide feedback via Google Classroom, online video conferencing or by telephone (or a combination of these) • Some marking will be acknowledging the learning and effort the children have put into their learning (this could be a tick or similar way of recording that it has been seen) • Verbal feedback will be the most valuable way of supporting learning and will follow the principles of reflect within the school ethos. • Feedback will not always be recorded or written • Some marking will be developmental where comments are recorded that move a child forward. This will be just one of a number of feedback strategies teachers will use from time to time • Early Years feedback will be quite different to other key stages, where 'Evidence Me' will be the primary tool in providing feedback and identifying next steps | <ul style="list-style-type: none"> • You must always try your best in all of your learning • Making mistakes is a great thing as this will help you learn. Talk to your teacher when this happens • You will be asked to mark some of your own learning. Answers will be sent to you or immediately available. • You must read/listen to your teacher's feedback comments and do something about it so that the quality of your learning gets even better • Any changes that you need to do following your teacher's feedback should be done as quickly as possible afterwards and certainly by the agreed deadline | <ul style="list-style-type: none"> • You are not required to mark your child's learning but your child may ask for support with it. • If you want to support your child then: Ask your child to explain what they are doing and how they came to the answer. Sometimes (particularly in Maths) the best way of supporting your child with a question that they are really, really stuck on is to tell the answer straight away. This takes the anxiety away and releases all pressures. Then talk about how you got to the answer. • Provide feedback to the teacher if there are concerns |