

Remote Education Protocol for Stonebow Primary School – 16/10/20

Rational

In line with the DfE guidance (see Appendix 2), in order to continue a child's education remotely, we will use the following protocols in the event of individual, small group or whole class or cohorts being educated at home due to part or full closure of the school, or individual cases of isolation.

Work will only be provided in the event of a positive Coronavirus test for the individual pupil – who will need to isolate for up to 10 days, or a household member or contact identified for NHS Test and Trace – where isolation will be up to 14 days.

Work will be issued following confirmation of the positive test result and not before this time, as with any other illness. Should the test result be negative, the pupil involved will be able to return to school as normal. We would anticipate this being within a 48-hour period, meaning minimal disruption to a child's learning.

Please note that, should the need arise for a bubble to close (up to three classes) or indeed the whole school be subject to a local lockdown, a period of up to 1 working day may be needed for teachers to successfully make the transition from classroom to virtual provision.

Procedures

EYFS/Y1/Y2 - Tapestry

As parents, staff and pupils are familiar with the platform, the above year groups will use continue to use Tapestry.

Y3-Y6 – Google Classroom

Similarly, the children in Key Stage 2 are familiar with Google Classroom and have their own individual accounts. Pupils in Years 3-6 have spent time early in the year, familiarising themselves with logging into and using Google Classroom.

Please see Appendix 1 for further information on protocols for live lessons and support on how to use the above platforms.

Barriers to accessing remote learning

A parental survey has been conducted to ascertain the ability of all pupils to access learning remotely through the platforms above.

Where barriers have been identified, the school will work with those families to overcome these, wherever possible.

Small group/individual absence

This will only apply, following confirmation of a positive test result within the household or to a contact via Test and Trace.

Wherever possible, the remote curriculum provided, will mirror that provided to the pupils in school – in the event of individuals or small groups of pupils being absent. Work will be focussed on the key subjects of English and Maths.

Resources will be uploaded onto Tapestry/Google Classroom, which can be completed in the pupil's Homelinks book (or Exercise Book in KS1). This can be scanned or photographed and uploaded or returned for feedback.

Closure of a class or phase bubble/whole school

In the event of a wider closure, the whole class will access learning remotely through their class teacher, using the materials as above on the relevant platform. In this instance, the broader curriculum will be taught – with English, Maths along with additional work covering the wider curriculum.

Teaching support and feedback

Circumstances permitting, prior to a closure for a group or groups of pupils, they will be provided with some resources to enable them to continue their learning at home (pupils have individual stationery packs, where appropriate - support materials for pupils with SEN and any pre-prepared worksheets). Unlike the wider school closure in the Spring/Summer, if pupils/parents are isolating, you would be unable to collect work books.

Staff will undertake a variety of approaches to teaching pupils remotely. This may include supporting materials such as video links, web links or PowerPoint presentations. Staff may record their own teaching to share or use a live stream via the Google Meet platform within Google Classroom. These will be provided as appropriate, particularly when new learning is being introduced.

Staff will continue to use the resources with which the children are familiar, including Times Table Rock Stars, White Rose Maths, PowerMaths, VIPERS reading comprehension skills, Spelling Shed along with links to relevant websites. Class Dojo points will still be awarded for demonstrating our Stonebow Powers.

In the case of individual or small group absence, teaching staff will be provided with appropriate cover to enable them to upload resources, support learning and feedback as required across the period of absence.

In the event of a whole class or bubble being absent, staff will be online throughout their normal teaching day. If the class teacher is absent, they will be covered by one of the team of staff across the school responsible for absence cover.

Children who receive additional support, will be provided with work and resources appropriate to their needs. Learning Support Assistants, will also be available to support these children remotely as required.

GDPR and safe online remote learning

To comply with GDPR, staff will set work via the individual Google Classroom assignment feature. Although, in the event of a whole class or bubble closure, the children may wish to communicate via the class message board.

Monitoring of remote learning

To ensure that all children are engaging with their learning remotely, staff will monitor access and work uploaded. Where there is little or no engagement, staff will contact parents and support as appropriate to resolve this.

Free School Meals

Any child entitled to benefits related Free School Meals, will still be entitled to a meal. Arrangements for any collection of these can be made through the office.

Appendix 1 - Protocols for Live Lessons – (including live streamed lessons)

These protocols have been suggested to protect your child and the class teacher when they are teaching and learning together online. Please read the document carefully and be objective about the information listed below. The guidance below applies to both Tapestry (EYFS/Y1/Y2) and Google Classroom (Y3-6).

- Class teachers may use a range of approaches in teaching live lessons on Tapestry or Google Classroom, these may include: Presentations – some with a voiceover, web links, videos, worksheets, or live streamed lessons. However, most of the activities and learning should be completed away from the computer.
- Live lessons will take place in line with normal school hours, including time for lunch.
- Live streamed lessons will only be used where appropriate, as part of a range of teaching approaches, as above.
- During an online lesson using live video streaming, for safeguarding purposes, the video and microphone facility should be switched off. However, your child must wear suitable clothing (no pyjamas or offensive slogan T-shirts) along with anyone else in the household, should webcams be switched on at any point.
- All language used must be appropriate – whether typed or spoken. Any inappropriate behaviour may lead to removal from the stream.
- The Google Classroom stream can be used for children to communicate with their friends.
- All interactions will be monitored by class teachers, LSAs or members of the school's leadership team.
- Where there is little or no engagement in remote learning, the school may contact parents to discuss how this can be supported.
- All digital devices must be used in appropriate areas of the house, for example, avoid bedrooms.
- Pupils can interact with the lesson, via the message feature or similar to type a question – on some occasions, teachers may ask a pupil to unmute to provide a response.
- LSA's may also be available during the lesson to provide additional support, as appropriate.
- All live streamed lessons will be recorded. This is for safeguarding purposes, if any issues were to arise, the video could be reviewed. (The recorded lessons will be stored for one year and then deleted). We remind pupils not to record lessons.
- We would encourage parents to recreate a suitable learning environment for your child, make sure they can sit at a table for the lesson (where possible). Have access to a drink, pencil, ruler, rubber, and a workbook (e.g. Homelinks or exercise book).
- When your child is learning online, please reduce distractions i.e. television, telephone calls, pets etc. in the background.
- Please feel free to support your child after the lesson and discuss the learning tasks and assignments. This will help your children to strengthen their understanding of the learning content.
- Work can be uploaded in a number of ways, most often by a photograph using an appropriate device uploaded back into their assignment area on Google, or in Tapestry.
- Teachers or an LSA will respond to your child's work once your child returns it but be mindful that teachers will not be able to reply instantly due to the structure of their day/week.
- Remember to consider and balance your child's emotional wellbeing too by providing ample room and time for reflection, physical activity, conversation, and play.

Support in using Google Classroom is available on the school website at:

<https://www.stonebow.leics.sch.uk/page/?title=Home+Learning+Downloads&pid=2767>

If you require any further support, or experience any technical difficulties, please email Mr Payne at: password@stonebowps.net

Appendix 2

Remote education support - extract from DfE guidance for opening schools -

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use 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
- give access to high quality remote education resources
- select the 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
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- 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 by a teacher in the school or through high-quality curriculum resources 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

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

The following range of resources to support schools in delivering remote education is available.

Video lessons

From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

SEND

Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

Digital education platforms

There's government-funded access to one of 2 free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through [The Key for School Leaders](#). The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

EdTech Demonstrator programme

This is a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the [EdTech Demonstrator Programme](#).

Laptops, tablets and 4G wireless routers

Laptops, tablets and 4G wireless routers were made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils) between May to July 2020. Local authorities and academy trusts will continue to own these devices.

Following pupils returning to school in the autumn term, [laptops and tablets will be distributed directly to schools affected by a local coronavirus \(COVID-19\) outbreak](#). These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.

Wifi hotspots

In addition to 4G routers provided to local authorities and academy trusts, DfE is working in partnership with BT to offer free access to BT wifi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on [increasing internet access for vulnerable and disadvantaged children](#) is available.

Support on delivering remote education safely is available from:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#), published by DfE
- annex C of [keeping children safe in education](#)