



# Remote Teaching and Learning Policy

The aim of this policy is to ensure all teachers have a clear understanding of expectations surrounding remote learning during times of school closures such as extreme weather or high levels of illness. The intention is for children to receive age-appropriate, curriculum linked learning that reflects the key principles of class teaching.

## Dual Learning Offer

During the Covid-19 outbreak of 2020 there is a period of time where both face to face learning and remote learning will need to be offered, for example if a child/class bubble is sent home to self-isolate. During this time the remote learning offer will need to be monitored by the Online Learning Lead and SLT, to protect the well-being of the teachers working in school and working from home.

Teachers can access and use DFE approved or other resources deemed appropriate through professional judgement for remote learning to support their workload:

- White Rose Hub
- BBC Daily Learning
- Oak Academy

Lesson planning and resources being used for Remote Learning can also be used to support onsite learning.

In the event of a **child being sent home/ at home due to illness**, the office staff will ask the parent if the child is well enough for learning and signal the answer on the tracking spreadsheet.

Provision from this point will depend on individual circumstances, but in the majority of cases class teachers will upload slides and work from previous day's learning onto Google Classroom, therefore there will be a day delay in work being online. Teachers can access and use DFE approved remote learning where appropriate to support their workload. If the child is well enough to complete learning as they are self-isolating without symptoms then they would be expected to submit work to the given deadlines and stay in touch with their teacher through Google Classroom or email. This allows the child and/or parents to be able to ask for help where necessary. The learning planned for should not rely on printing out at home and should endeavour to be the same activities and topics covered in class.

If a **Class Bubble** is sent home to isolate and the teacher is well, the expectation would be that the teacher provides work on Google Classroom, as outlined in the table liaising with their colleagues in school, making sure they are giving feedback to work submitted. Teachers can offer 'live' assemblies and mini meets in order to keep the children socialising and connecting with each other. There must always be two Oakwood staff attending any live sessions for the safeguarding of the staff and the children. The children will be



expected to follow the behaviour expectations set out in the Behaviour Policy addendum and the Code of Conduct for Online learning during 'live' intervention sessions with their teacher and these should be communicated to the children at the start to remind them. If the teacher is unwell, then the Year team and Phase leader with the support of SLT will provide the work on Google Classroom.

If there is a **Whole School Closure** the expectation would be for the teachers to provide the learning as detailed in the table. Teachers will use their professional judgement to decide whether to upload audio files or videos of pre-recorded inputs to support the children's learning. There is no expectation for 'live' whole class lessons to be delivered however 'live' sessions can be delivered to small groups for interventions either by teachers or TAs. When delivering 'live' sessions the staff must adhere to the [Staff Code of Conduct](#) and the children adhere to the [Online Nuts and Bolts](#) as well as their Online Class Charters. Teachers will need to ensure they are sharing their timetables with all stakeholders to ensure as best as possible that there are no clashes. Sharing of their 'live' session's timetable with SLT will add another layer of safeguarding to the staff delivering them. With the support of the Remote Leads and SLT, teachers running 'live' interventions can create Google Classrooms specifically for the children taking part and that this is clearly communicated with the parents and children through letters and emails.

Assemblies and Google Meets can be organised as 'live' sessions so the children have the opportunity to see each other and socialise. Celebration assemblies to be run by year groups or phases to celebrate online Gold Book entries and 1x Home learner and 1x school learner of the week. Certificates for Home Learners of the week can be posted or delivered by SLT.

**TAs** can be provided with a laptop, if they do not have the appropriate equipment, to be able to record an input/story or remote in to small groups for interventions for children with EHCPs, SEND or need targeted interventions. The teachers will plan the learning for them to deliver and it could involve delivering some phonics, listening to readers or testing times tables. They should ensure they are following the Staff Code of Conduct, the Use of ICT policy and Safeguarding addendum to ensure they are following the correct protocols for delivering 'live' sessions.

In the event of a **teacher having to self-isolate** or **a member of their family self-isolating** then there is an expectation that the teacher will work from home if they are fit to work. The teacher will be required to record or remote in to lessons daily to be delivered in school with the support of a TA.



Please see the table below for expectations of amounts of work to be provided.

	To upload by 9:00am each day	Start of each week (9:00am Mon)	Mid week (9:00am Weds)
<b>E Y F S</b>	1 Reading or Writing task 1 x Number task 1 x Phonics	Understanding The World PSE  Communication and Language  Physical Development  <b>Expectation of work to be uploaded when complete and by the end of the week</b>	
<b>K S 1</b>	1 x Reading task 1 x Writing/ Grammar task 1 x Maths task 1 x Phonics sounds	Spellings for the week  Year 1 & 2 Foundation subject task	Year 1 & 2 Foundation subject task
<b>K S 2</b>	1 x Reading task 1 x Writing/ Grammar task 1 x Maths task 1x Physical Activity/Mindfulness	Spellings for the week  Foundation subject task  PSHE/RE	Foundation subject task

This table is a guide to the **minimum** expectation for learning per week however each year group will set out their weekly timetable and the timings may be subject to change.

### Google Classroom

All classes (apart from YR who will be using Tapestry) must have their Google classrooms set up.

It is understood that following an unscheduled closure, there may be a delay in the initial content going up.

#### Ideas for tasks on Google Classroom:

- Upload Powerpoints/Google slides with topic information for children to read and work through, audios or pre-recorded videos
- Upload spellings to learn- links to Spelling shed



- Upload an extract or link to a story on You Tube with a follow up task
- Some maths calculations to complete
- White Rose Maths videos and worksheets
- A picture stimulus as a story starter
- Links to BBC and Oak Academy Lessons
- Links to Times Table Rock Stars, NumBots and Phonics Play

Each class teacher and the children will have access to Google classroom or Tapestry for their learning responses. Class teachers will respond to learning via Google Classroom or Tapestry. During a **Whole School closure/Class bubble isolation**, teachers are to offer advice, feedback, praise and encouragement. Teachers will use, as much as possible, AfL throughout to inform the sequence of tasks, pitch and task design based on children's responses. Teachers are only expected to respond to children's work during their normal working hours and teachers are to ensure they monitor their screen time and take appropriate PPA and lunch breaks. The expectation is that the children complete all/most of the learning set for them on Google Classroom or Tapestry. Teachers will give a numerical score for work and one written comment per day per child if appropriate. Each assignment will have clear expectations on how it is to be completed and how it will be marked.

### **Physical resources**

If time allows and it is covid secure, prepare packs to send home, however, this might not be possible in cases of unexpected closure such as snow days.

Each child to go home with:

- Reading books
- Pencil
- Paper
- Password for TTRS
- Parent info sheet on how to use Google Classroom
- Teacher's email address

For long term closures, occasionally packs can be made for parents to collect from the school office and the information can be sent via email however the expectation is that children will be using technology to access learning. SLT to ensure that families have access to technology and the internet. Teachers can inform SLT if they believe there is a technology issue for a child.

### **SEND**

A [social story](#) can be shared with children with EHCPs or SEND that have not taken up a place at school during a lockdown or are at home isolating as well as a [guide](#) to parents on how to support their children at home. During a whole school closure or class isolation, children with EHCPs or SEND will have 'live' interventions, if appropriate to the child, run by two members of staff.



## **Safeguarding**

Each class has their Class Teacher's email address and Google Classroom so that children and parents can directly communicate with their child's teacher. Any concerning comments or information shared MUST be logged on CPOMS so the DSLs can monitor and respond appropriately. As always, anything that is deemed a high concern MUST be shared immediately to a DSL via a phone call and then logged on CPOMS for robust record-keeping.

The children are being actively encouraged to use technology and are therefore at increased risk of safeguarding issues on-line. Parents and children are reminded regularly of CEOPS as well as where to get tips and advice for staying safe when using technology.

<https://www.ceop.police.uk/safety-centre/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Teachers should ensure they are following the school's Safeguarding policy and the Staff Code of Conduct to maintain their own safety as well as that of the children. When delivering 'live' intervention sessions/assemblies in school, the camera should only ever face the teacher so that the children in school cannot be identified.

Teachers can keep a record of the engagement of the children within their Google Classroom and use the [flowchart](#) to follow the protocols for supporting those children not engaging. Any safeguarding concerns must follow the correct protocol as set out in the Safeguarding addendum.

## **Communication**

At Oakwood Primary, relationships are vitally important to ensuring everyone feels safe and cared for. It is important that this is maintained in the event of a closure. As such we will adopt one of the following strategies if we are closed for more than a week:

- SLT and ELSA/FISO to call/email vulnerable families regularly
- SLT to arrange a call rota for all families
- Teachers/ELSA/TAs if working onsite to call pupils if not engaging using the registers to ensure consistency
- Remote team to use CPOMS to call children for their interventions using the Safeguarding addendum as a guide to safe practice
- Teachers to be available to children via email and Google Classroom

For long term closures SLT will communicate through Google Classroom in the following ways:

- Weekly assembly
- Friendly 'hello' posts
- Competitions and keeping in touch fun activities on the newsletter