



Remote Learning Plan

Date agreed by Governors	Autumn 2020
Next Review	Spring 2021

Linked Documents
Teaching and Learning Policy
Marking and Feedback Policy
Safeguarding and Child Protection Policy
Online Safety Policy
DfE Guidance for Full Opening
DfE Remote Education Temporary Continuity Direction: explanatory note



The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

School's Purpose: To prepare pupils for lifelong success

School's Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

AIMS

- To outline our approach for pupils who will not be attending school, as a result of government guidance concerning full or partial closure, to ensure continuity and progression in their education
- To outline our expectations for staff who will not be attending school due to self-isolation but who are otherwise fit and healthy and able to continue supporting with planning, teaching and assessing for pupils.

WHO IS THE PLAN APPLICABLE TO?

Every child is expected to attend school from September 1st 2020. In line with current government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This plan outlines expectations for full or partial closure, rather than individual cases.

Individual pupils who are isolating due to health issues (based on government advice) or who are not able to attend school whilst they are self-isolating due to either themselves or a member of their household displaying symptoms, will be supported on a case-by-case basis, primarily with generic online resources which mirror the work being taught to the rest of the class in school.

PRINCIPLES OF REMOTE LEARNING

Godwin Junior School recognises that there has been significant disruption to children's education during the period when schools were closed. We are committed to ensuring that all children continue to receive a high quality education should the need for remote learning arise. Our Remote Learning Plan provides an outline of the provision that will be made ensure continuity and progression in learning as well as some guidance on the role of teachers, teaching assistants and families.

Godwin Junior School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning:

https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=remote%20learning

This research found that when implementing strategies to support pupils' remote learning, or supporting parents/carers to do this, key factors to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

Our Remote Learning Plan is based on the following key principles:

- The content and curriculum sequence taught via remote learning mirror as closely as possible that which would be delivered in school
- Planning and delivery build on children's prior learning, developing skills and knowledge
- Teaching is delivered with clarity, – clear use of scaffolding and modelled examples, relevant vocabulary – builds on children's prior learning and is engaging
- All resources shared with children must be clear and concise, videos must be high resolution with clear sound, printed resources must be easily accessible – font, definition, quantity of text
- Learning activities are closely aligned to what has been modelled and provide appropriate challenge for all children, including those with SEND and higher attaining pupils
- Teachers will respond in a timely fashion within the normal school day to comments/questions which children post about their learning in order to support understanding and provide individual feedback in line with our Marking and Feedback Policy

CURRICULUM

The remote learning set by the teachers will follow the curriculum map for their class so that children can continue to access the relevant curriculum for their year group. It will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the key aspects of the curriculum map. Teachers will provide adapted learning resources for children with additional learning needs such as SEND, to ensure that these pupils are able to access the curriculum and achieve success.

Our approach to whole-class remote learning includes online learning including some virtual recorded sessions through Google Classroom and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Mathletics
- Times Tables Rockstars

CONTENT

Should remote learning need to be set for full or partial school closure, teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for learning at home. Teachers will post the following content on Google Classroom each day:

- A pre-recorded welcome message for the day which maintains a positive link with their class and sets expectations for the day
- A timetable for the day with clear timings when work must be 'turned-in' (submitted) by
- Pre-recorded high-quality video teaching input for Maths and English which is then followed by appropriate activities which children must complete and 'turn in'. This may contain Assessment for Learning opportunities, where pupils pause the teaching video to complete mini tasks to gauge the extent of their understanding
- High-quality learning resources for all other subjects, including appropriate activities which children must complete and 'turn in'
- Individual feedback, in line with our Marking and Feedback Policy. This includes developmental feedback which indicates to pupils where they have been successful and then either extends or scaffolds their learning. Through this children will be aware of the progress they are making and be clear what their next steps are
- A pre-recorded 'story-time' session at the end of the day

Teachers will build in opportunities to assess children's understanding in all subjects, including through on-line quizzes, and either extend or consolidate this in subsequent lessons, including addressing misconceptions. Pupils will also be encouraged to accurately self-assess their work on some occasions through teachers providing Success Criteria or answers for some questions so that children can also recognise the progress they are making.

In addition, Higher Level Teaching Assistants/Teaching Assistants who usually deliver intervention sessions to small groups of children will continue to do so using Zoom. These sessions will focus on the same areas of learning as the lessons which teachers are delivering and will break learning down into smaller steps with more opportunity for children to receive immediate feedback to consolidate their understanding or address misconceptions. Children in these groups will be provided with appropriate resources to enable them to participate successfully in these sessions. As these sessions have a significantly smaller number of pupils they can be more interactive and so a live Zoom session, rather than a pre-recorded lesson is appropriate.

WORKING WITH FAMILIES TO ENSURE INCLUSIVE PROVISION

It is beneficial for children to maintain a regular and familiar routine with a clear structure. The Home Learning page on our school website contains videos, checklists and ideas which we hope will support families with this.

We encourage parents and carers to support their children's learning by viewing the work set together and then making appropriate plans to complete it. This can include finding an appropriate place to study, encouraging them to work with good levels of concentration and, to the best of their ability, supporting pupils with activities.

In order to support children's learning, the school will undertake the following:

- Establish which families do not have Internet Access and/or a device per child and offer to loan the family a device for the duration of Home Learning
- School staff to call parents/carers of children who are not accessing/submitted work on Google Classroom to establish the cause and resolve the issue
- Provide online training for parents and carers on how to access and 'turn in' work for parent/carers
- Year group TAs will be in at least weekly contact with all families to identify whether they need additional help supporting their children academically or with their wellbeing
- Early Help Practitioner will contact vulnerable families on a weekly basis to offer support
- Inclusion Leader will liaise with parents/carers of children working on personalised curricula to establish how a broad and ambitious curriculum can best be delivered remotely for these children
- Ensure that SEND pupils have resources that they are familiar with from working in school to enable a smoother transition to remote learning
- Inclusion Leader/Designated Safeguarding Lead will be in contact twice weekly with children on the SEND register or who are on the CP/CIN register to identify whether they need additional support
- An online questionnaire of parents/carers which will provide the opportunity for them to give feedback following the beginning of remote learning. This can be used to inform future provision
- In addition to ensuring that all pupils know how to access and navigate Google Classroom independently, locate 'trouble-shooting advice' and 'turn-in' work for their teachers to assess, we recognise the need to support parents and carers with this. To help parents and carers to feel confident when helping their child to access remote learning, the school will continue to upload troubleshooting guides and videos on the school website and Google Classroom

In order to support Remote Learning, we have the following requests of parents/carers:

- All children have already been given log-ins for Google Classroom, Mathletics and Time Table Rockstars, but where these have been forgotten/lost parents/carers should contact the school office via email to be sent these details
- Where children are experiencing problems logging in to Google Classroom, parents/carers should first check the Home Learning page on the school website for guidance. If the problem continues, parents/carers should contact the school office and a member of the team will contact the family as soon as possible to resolve the issue
- Support their child's learning to the best of the parent/carer's ability, including that all work is 'turned in' on time
- Encourage their child to take regular screen breaks
- Ensure that their child is only accessing online resources specified by the teacher
- Respect individuals' privacy and not share any content posted on Google Classroom

SUPPORT FOR STAFF

- Initial CPD will ensure that all teachers are confident in using Google Classroom and know how to record voice-overs to support delivery of lessons
- Initial CPD will ensure that HLTAs/TAs leading intervention groups are confident in using technology to deliver sessions
- Further CPD will be provided as circumstances require it in order to further develop our remote learning provision
- Ensure that all staff have the necessary technology and resources, within reason, to enable them to deliver high-quality remote learning effectively

REMOTE LEARNING FOR STAFF WHO ARE SELF-ISOLATING

School staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence
- Make every possible effort to obtain a test for Covid-19. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is in line with whole school development priorities or asked to support with the online learning provision for their year group. These projects will be communicated by their Year Group Leader or a member of the Senior Leadership Team and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the planning and sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

SAFEGUARDING

Please see our Safeguarding and Child Protection Policy for updates concerning safeguarding in relation to remote learning.

DATA PROTECTION

Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers in order to support remote learning. Such collection of personal data applies to our functions as a school and doesn't

require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online. Personal data should not be stored in a form which anyone outside of the school organisation is able to access.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates