Grange Park Primary School

Remote Learning Policy 2020-21

Rationale

As part of Enfield Learning Trust, Grange Park aims to improve the life chances of all children, inspiring young minds through an engaging and creative curriculum delivered through excellent, innovative teaching. Our strategy for remote learning enables the continuity of teaching and learning and ensures that all pupils, including disadvantaged and SEND, have access to the full curriculum regardless of whether they are in school or learning from home.

1. Aims

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 will support remote education through:

- 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
- Access to high quality remote education resources
- Online tools that are consistently used across the school in order to allow interaction, assessment and feedback
- Working with families to ensure access for younger pupils and some pupils with SEND who may not be able to access remote education without adult support

We will:

- 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 as a live streamed session or through high-quality curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation of how regularly teachers will check work
- Provide live 'drop in' sessions for pupils to ask questions and receive feedback
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revisiting material or simplifying explanations to ensure pupils' understanding
- Plan assignments so that learning is of equivalent length to the core teaching pupils would receive in school (minimum 3 hours per day on average for KS1, with less for younger children, and a minimum 4 hours per day on average for KS2 pupils), ideally including daily contact with teachers
- Consider expectations in relation to the pupils' age, stage of development and/or special educational needs and demand on parents' help or support
- Continue to support the health and wellbeing of all pupils, and a sense of community
- Continue to deliver comprehensive training and guidance to staff

2. Preparation for remote learning

We will be proactive in ensuring that:

● Staff and pupils have access to a Chromebook and Google Classroom
● Staff and pupils receive training, including refresher training, in the use of Google Classroom
● Each pupil is provided with personal login details and a password
● Parents are offered training and support in the use of Chromebooks and Google Classroom e.g. written instructions and video uploaded to the school website
● Staff are able to host Google Meets with classes (video and/or audio) either from school or home
● Parents and pupils are aware in advance of arrangements put in place to enable continuity of learning

We will support staff in the development of the above framework by:

● Providing INSET sessions dedicated to developing high quality remote learning
● Ensuring staff have access to a device for use at school and home

Staff should ensure that they have:

● Attended relevant and up to date professional development sessions
● Computer-based teaching resources available outside of school
● Access to key resources not available online at home
● Access to a device for use at school and home

3. Continuity of learning in the event of self-isolation or school closure
Whilst recognising that some subjects and activities do not lend themselves well to remote learning, we will as far as possible replicate the timetable of weekly lessons that pupils usually follow in school.

Pupils will have access to:

● Activities set on Tapestry (EYFS) or assignments set on Google Classrooms (Years 1 to 6), across a broad range of curriculum areas
● Recorded video including explanations of new content, instructions for assignments, story reading and assemblies
● Regular live streamed sessions through Google Meet
● Regular live 'drop in' sessions to ask questions and receive feedback
● High quality curriculum resources such as Oak Academy, BBC Bitesize, NCETM, White Rose and LGfL
● High quality 1:1 or small group tutoring through the Government's National Tutoring Programme for identified pupils
● Comment and feedback on learning
● Telephone calls from staff regarding teaching, learning, motivation, health and wellbeing

4. Roles and responsibilities
These are subject to variation dependent on circumstances: some pupils isolating but majority of class in school with their teacher, whole class and teacher isolating, teacher and some pupils isolating but majority of class in school etc.

Teachers

- When providing remote learning, teachers must be available during their usual working hours, 8:30am – 3:30pm, on the days they would usually work in school
- Teachers unable to work for any reason during this time should report this using the normal absence procedures
- Teachers will set assignments following the usual timetable for the class had they been in school, wherever possible
- Weekly assignments will be uploaded to Google Classrooms no later than 4.00pm on the Friday of the previous week
- Teachers will encourage pupils to hand-in all assignments
- Assignments will be marked and commented on. Pupils' comments will be acknowledged and responded to no later than the following day
- Monitor pupil engagement and if engagement is low, contact the pupil's parents by telephone to assess whether the school can provide further assistance or intervention
- Parent emails should be directed through the school office
- Any parent complaints or concerns shared by parents should be reported to the Headship team – safeguarding concerns should be referred immediately to the DSL

Learning support assistants

- LSAs must be available during their usual working hours
- LSAs unable to work for any reason during this time should report this using the normal absence procedures
- During the school day, LSAs will support pupils as directed by the year group lead or SENCo. This may include responding to pupils via Tapestry or Google Classrooms

Deputy Head with responsibility for remote learning (Sue Denny)

- Coordinate the remote learning approach across the school
- Advise on practice, research and CPD provision
- Monitor the quality and effectiveness of remote learning and whether assignments are responsive to the needs of all pupils by reviewing the work set, meetings with Subject leads and Achievement leads, and feedback from pupils and parents
- Monitor the security of remote learning systems including safeguarding and data protection considerations

Achievement leads

- Coordinate the remote learning approach across their year group
- Monitor the quality and effectiveness of remote learning by reviewing the work set, meetings with teachers and support staff, and feedback from pupils and parents
- Monitor pupil engagement and if engagement is low, contact the pupil's parents by telephone to assess whether the school can provide further assistance or intervention

Subject leads

- Consider if any aspects of the subject curriculum need to be adapted for remote learning
- Work with teachers to ensure all assignments are appropriate and consistent with the school's intent and implementation documents

- Monitor the quality of assignments through review, meetings with teachers and pupil feedback
- Inform teachers of resources to support the online teaching of their subject

Designated Safeguarding Lead

- Manage and refer safeguarding concerns in line with the school's Safeguarding and Child Protection Policy

SENCo

- Ensure that technology and assignments are accessible to all pupils and, where this is not the case, lead on making reasonable adjustments to ensure all pupils are supported
- Ensure that pupils with EHCPs continue to have their needs met while learning remotely, and liaise with external agencies to explore alternative arrangements if necessary
- Direct LSAs so that effective support is provided to identified pupils
- Monitor pupil engagement and if engagement is low, contact the pupil's parents by telephone to assess whether the school can provide further assistance or intervention

IT lead and support team

- Assist pupils and parents with access to internet and devices
- Support staff to develop remote learning practice
- Support staff with technical issues

Pupils

- Complete assignments to the deadlines set
- Seek help from teachers if they need it, or if they are not able to complete assignments

Parents

- Make the school aware if their child is sick or otherwise unable to complete assignments
- Seek help from the school if they need it
- Be respectful when making concerns or complaints known to staff

LEC/Enfield Learning Trust

- Monitor the school's approach to providing remote learning to ensure education remains high quality
- Ensure staff are certain that remote learning systems are appropriately secure, for safeguarding and data protection purposes

5. Data protection

Accessing and processing personal data

When accessing and processing personal data for remote learning purposes, staff will:

- Access data on a secure cloud service
- Collect/share as little personal data as possible online

Keeping devices secure

Staff will:

- Use school devices protected by passwords, not personal devices. Strong passwords are those with at least 8 characters, a combination of upper and lower case letters, numbers and special characters e.g. asterisk or currency symbol
- Ensure the hard drive is encrypted
- Ensure the hard drive locks if left inactive for a period of time
- Not share devices with family or friends
- Install anti-virus and anti-spyware software
- Keep operating systems up-to-date

Links with other policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- ICT and Internet Acceptable Use Policy
- Data Protection Policy
- Home School Agreement

Appendix A

Expectations for Google Classroom and Tapestry (EYFS)

Preparation
- All remote learning to be uploaded to Google Classroom/Tapestry by 4pm on Friday for the following Monday.
- All Classrooms in the year group to have the same remote learning uploaded.
- Weekly timetable to be completed (proforma supplied) with all assignments and hyperlinks to online resources such as BBC Bitesize Daily, MyMaths, White Rose and Oak National Academy, as appropriate.
- Assignments and activities will include flashbacks, revision and consolidation of prior learning, and include new learning in line with the school's curriculum.
- Work will be differentiated for those working towards or below the expected standard.
- Assignments and activities will take into account the resources parents are likely to have available and should avoid the need to print whenever possible.
- Alternative remote learning will be provided for pupils unable to access Google Classroom e.g. printed booklets.

Subjects to include (minimum requirement)

Year	Subject	Frequency	Time
Nursery	PE (1 x session planned by Nick*)	Daily	10mins
	Story time	Daily	10mins
	Reading/sharing books	Daily	20mins
	Phonics	Daily	20mins
	Nursery rhyme time	Daily	10mins
	Fine motor	Daily	10mins
	Writing	Daily	10mins
	Maths	Daily	10mins
	Learning Quest	1 x weekly	30mins
	PSHE/Wellbeing	Daily	15mins
	Online safety	1 x weekly	10mins
Reception	PE (1 x session planned by Nick*)	Daily	15mins
	Story time	Daily	15mins
	Reading (levelled book)	Daily	20mins
	Phonics	Daily	20mins
	Spelling	3 x weekly	20mins
	Fine motor	2 x weekly	15mins
	Writing	2 x weekly	20mins
	NumBots	2 x weekly	15mins
	Maths	Daily	20mins
	Challenge	Daily	30mins
	Learning Quest	3 x weekly	20mins
	Spanish (planned by Ana Maria*)	1 x weekly	20mins
	Music (planned by Debbie*)	1 x weekly	20mins
	PSHE/Wellbeing	1 x weekly	20mins
	Online safety	1 x weekly	15mins
Year 1	PE (1 x session planned by Nick*)	Daily	30mins
	Story time	Daily	15mins
	Reading (levelled book)	Daily	20mins
	Reading comprehension	1 x weekly	30mins
	Phonics	Daily	20mins
	Grammar, punctuation and/or spelling	3 x weekly	20mins
	Handwriting	2 x weekly	15mins
	Writing	1 x weekly	30mins
	NumBots	Daily	10mins
	Maths	Daily: 3 x White Rose; 1 x MyMaths; 1 x Testbase	30mins
	Science	1 x weekly	45mins
	RE	1 x weekly	45mins
	Learning Quest	1 x weekly	45mins
	Spanish (planned by Ana Maria*)	1 x weekly	20mins
	Music (planned by Debbie*)	1 x weekly	20mins
	PSHE/Wellbeing	1 x weekly	20mins
	Online safety	1 x weekly	20mins
Year 2	PE (1 x session planned by Nick*)	Daily	30mins
	Story time	Daily	15mins

	Reading (levelled book)	Daily	20mins
	Reading comprehension	1 x weekly	45mins
	Phonics	Daily	20mins
	Grammar, punctuation and/or spelling	3 x weekly	20mins
	Handwriting	2 x weekly	15mins
	Writing	1 x weekly	60mins
	TTRS	Daily	15mins
	Maths	Daily: 3 x White Rose; 1 x MyMaths; 1 x Testbase	30mins
	Science	1 x weekly	60mins
	RE	1 x weekly	60mins
	Learning Quest	1 x weekly	60mins
	Spanish (planned by Ana Maria*)	1 x weekly	20mins
	Music (planned by Debbie*)	1 x weekly	20mins
	PSHE/Wellbeing	1 x weekly	20mins
	Online safety	1 x weekly	20mins
KS2	PE (1 x session planned by Nick*)	Daily	30mins
	Story time	Daily	15mins
	Reading (levelled book)	Daily	30mins
	Reading comprehension	2 x weekly	45mins
	Grammar, punctuation and/or spelling	Daily	20mins
	Handwriting	2 x weekly	15mins
	Writing	1 x weekly	60mins
	TTRS	3 x weekly	20mins
	Maths	6 sessions: 4 x White Rose; 1 x MyMaths; and 1 x Testbase	45mins
	Science	1 x weekly	60mins
	RE	1 x weekly	60mins
	Learning Quest	3 x weekly	60mins
	Spanish (planned by Ana Maria*)	1 x weekly	20mins
	Music (planned by Debbie*)	1 x weekly	20mins
	PSHE/Wellbeing	1 x weekly	20mins
	Online safety	1 x weekly	30mins

*Specialist teaching provision subject to staff availability

Google Classroom
Organisation
- Teachers will make daily class announcements on the 'stream' page each week including acknowledging children's birthdays. Other announcements may be added to encourage a feeling of connectedness for pupils or to acknowledge hard work at the end of the week. Personal messages can be posted to individuals or groups, for example, to remind them to 'hand in' work that is so far missing that week. Previous announcements should not be deleted.
- Weekly timetable to be posted on the 'stream' page. Old timetables to be moved to 'Timetable' tab on 'classwork' page labelled with w/c date.
- Weekly assignments to be attached to 'week commencing' documents on the 'classwork' page, organised by 'topic' (subject).

Types of assignment
- Range of document types to be used: Google Docs, Google Forms, Google Slides and Google Sheets which allow pupils to work online and 'hand in' assignments when completed. PDFs should be avoided as they are difficult to complete online.
- Assignments will consider how to activate learning by, for example, showing a film clip, explain learning by using a step-by-step video, practise learning using tasks and quizzes and review learning using self-marking Google Forms.
- Other 'materials' to be added to Classrooms for example story readings and assemblies.
- Instructions for completion to accompany all assignments. These need to be explicit not only for the task itself but for the method of completion and 'hand in' e.g. photo, video, Google Doc.
- Answers to be provided for assignments, as appropriate, so that pupils can self assess.
- Google Forms to be used to create multiple choice quizzes and tests. These are automatically marked.
- Instructions for 'hand in' to be clear as all the documents attached get handed in at the same time, regardless of whether the child has finished. This instruction can be generic and copied and pasted as required.
- Outcomes from some assignments, for example art and D&T projects, to be collated at the end of the week into a Google Slides presentation or video and posted on the 'stream' page for the whole class to see.

Comment
- Teachers will respond to 'Private comments' posted by checking their Classroom daily.
- Teachers will make a personal motivational comment on at least one piece of 'handed in' work for every pupil, each week.
- Feedback on all work is required.

Safeguarding and professionalism
- When making class announcements on the 'stream' or writing comments on handed in work, teachers will be mindful of maintaining the professional boundaries that would exist in relationships with children when at school.
- Any concerns teachers are made aware of through the Classroom e.g. pupils working very late at night, should be passed to the DSL.
- All live streamed sessions will be timetabled and SLT made aware
- All live streamed sessions via Google Meet will be recorded and the recording kept on Google Drive for 90 days
- Staff must act as moderators for any live streaming and raise any issues regarding suitability of dress, setting or behaviour immediately with the DSL.

Monitoring
- Teachers will monitor the engagement of individuals self-isolating and unable to attend school. Parents of children who have not accessed remote learning over the course of a week, will be contacted by the teacher to check on the child's welfare and offer support and encouragement.
- In the event of more widespread lockdown, teachers will monitor access to their Google Classroom each week and record on the central spreadsheet. Parents of children who have not accessed remote learning, will be contacted by the teacher over the course of the week by email or telephone.
- Teachers will monitor the number of children completing MyMaths tasks and use of NumBots, TTRS, as set on the weekly timetable in each Google Classroom.
- Achievement Leaders will monitor Classrooms in their year group to ensure that weekly timetables and assignments are uploaded, that differentiation is included when

appropriate and that class announcements and private comments maintain professional boundaries.
- Deputy Head will monitor Classrooms of Achievement Leaders to ensure that expectations are being maintained in all areas.

Live streaming teaching (Google Meet)
The effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live face-to-face classroom teaching:
- Ensuring pupils receive clear explanation
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills
- Enabling pupils to receive feedback on how to progress

Google Meet allows teachers to:
- Host video and audio calls and automatically invite members of their classes. Staff may use microphone headsets to improve the quality of audio on calls.
- Broadcast their screens and open documents during Meets for discussion and sharing with their class.

We will continue to develop our practice and provision in this area by:

- Providing training and ongoing support through INSET sessions, tailored mentoring and access to a range of innovative EdTech tools
- Opportunities to innovate practice through peer-to-peer support