Monkwood Primary School

Online Learning and Remote Learning Policy

Introduction

Remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

• Key Stage 2: 4 hours a day

School will 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 so that pupils can progress through the school's curriculum

School has selected 2 main digital platforms for remote education provision (Google classroom and class dojo) that will be used consistently across the school in order to allow interaction, assessment and feedback and made sure staff are trained and confident in its use. School will overcome barriers to digital access for pupils by:

● distributing school-owned laptops accompanied by a user agreement or contract
● providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

Overview and safeguarding expectations:

Staff should ensure that wherever possible:

● If only a few children are able to access the resource, the resource should be printed for other students who are not able to access, to work on independently.
● Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
● Any live classes delivered **must** always have more than one member of staff present.
● Live classes should be kept to a reasonable length of time and no more than 30 minutes, or the streaming may prevent the family 'getting on' with their day.
● Lesson Inputs can be recorded and saved on dojo for children unable to access live lessons. This will be an additional input, than the live recording. This must only be done via dojo as this is a secure source.

- Language must be professional and appropriate, including any family members in the background.
- Registers should be completed so any child who has missed a session can be contacted and supported .
- Lessons must take place in the normal timetabled slot to ensure there are no clashes with other year groups/ sessions. This is subject to change and the HT will decide on the timetable of the lessons.
- Session times must be consistent throughout the week

- If you notice any concerns regarding the safety or wellbeing of a child, please refer as usual to our safeguarding team as you would do if you were in school i.e CPOMS.

Expectations:

When teaching pupils remotely, school will:

- set meaningful and ambitious work each day in an appropriate range of subjects

- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

- Key Stage 2: 4 hours a day

- Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content.

School will transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources

- providing opportunities for interactivity, including questioning, eliciting and reflective discussion

- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriateTeachers create a weekly timetable of work for their year group in liaison with year group partners. This must include subjects from across the curriculum.
- Set differentiated My Maths, Times Table Rockstars etc …
- Online line safety curriculum to be followed at thinkuknow website. The page has been created to support parents during COVID-19 and the closure of schools.
- Pupils can send any completed work to teachers via Dojo or emailed to class teachers and feedback to be given. Dojo point rewards to pupils who have completed work at the discretion of the Teacher.
- Staff across year groups to facilitate a 'good morning' message and catch up, one literacy session, one numeracy session and one story session daily unless advised otherwise by the HT.

- In addition, other curriculum areas to be planned for and delivered wherever possible
- The final lesson in the learning journey will be an independent task so that class teachers can begin to assess children's knowledge and skills.
- Where possible live lessons should take place to ensure student engagement.

Registering Attendance:

- Registers must be taken for all live lessons. This will be completed via a Google Sheet delivered to you by a member of admin staff
- It is the responsibility of the phase leader to ensure registers are completed by classroom teachers.
- Absence should be followed up by classroom teachers in the first instance through:
- Contact parents via phone call/ dojo if child has not accessed any online learning during day, and offer alternative way of engaging
- SLT to liaise with parents over persistent curriculum absence

Taking a register or logging participation	
1	The student has taken part in the learning. This could be attending the lesson online or viewing the materials and completing tasks.
X	The student has NOT accessed the online lesson
E	The student is EXEMPT from the lesson. They may have contacted the teacher with a valid reason for not taking part or are part of a HUB.

We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and school will work with families to deliver an ambitious curriculum appropriate for their level of need.

It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Therefore solely digital means will not be used to teach these pupils remotely.

School has a system for checking, daily, whether pupils are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern

School will identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. School will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, School has put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, school will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Appendices Section : Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online 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) • annex C of keeping children safe in education