Remote Education Policy for Garden Suburb Infant School

1. Statement of School Philosophy

Garden Suburb Infant School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school, through use of quality Online and offline resources and teaching videos

- Provide clear expectations for members of the school community with regards to the delivery of high quality interactive remote learning

- Include continuous delivery of the school curriculum, as well as support for Motivation, Health and Well-Being and Parent support

- Consider continued education for staff and parents (e.g. Continued Professional Development, Supervision and Meet the Teacher)

- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child *(and their siblings if they are also attending Garden Suburb Infant School) who* is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.

- A whole class bubble where all pupils are not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

- The whole school, in the event of a lockdown

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Planning for the week, including links to online activities and resources, will be emailed to parents at the end of the week, for the following week, via Parentmail.
- The school website has a home learning page which can be accessed here: https://www.gardensuburbinfant.co.uk/page/?title=Home+Learning&pid=45
- The secure are of the website contains instructional videos for parents and teaching videos that are too large to upload to Tapestry. Parents can access with a user name and password from his link: https://www.gardensuburbschools.co.uk/page/?title=Secure+Area&pid=1633&login=true
- "Tapestry" is the online tool we use to share videos and resources from the teachers, and for parents to upload their child's learning activities.

- "Purple Mash", "White Rose Maths" and "Espresso" are also used for learning activities and have the facility to store and share pupils' work.
- Teaching videos and assemblies are created using "Loom" and these can either be accessed via Loom or uploaded to Tapestry, both accessed securely with a password.
- Microsoft Teams or zoom will be used for small group liaison between school staff and pupils.
- Microsoft Teams or Zoom will be used for parent meetings (either 1:1 or in small groups).
- Phone calls home will be made from the school phone lines, or personal mobiles only if caller ID is hidden and staff do not store parent numbers on their phones.
- Printed learning packs can be delivered, or collected by parents.
- Physical materials such as story books and writing tools will be loaned to pupils where there is a need.
- We use BBC Bitesize, Oak Academy, LGFL, DoodleMaths, phonics Play, Espresso and White Rose Maths as additional resources.

The detailed remote learning planning and resources to deliver this policy can be found in the appendices:

APPENDIX ONE: Zoom Protocol for Parent/Child meetings

APPENDIX TWO: Protocols for phone calls, Zoom/Teams meetings with children and creating videos.

APPENDIX THREE: Home Learning Expectations – Suggested Timetable

APPENDIX FOUR: Revised Home learning Expectations

APPENDIX FIVE: Useful Websites to use at home

APPENDIX SIX: Pupil Well-being Resources

APPENDIX SEVEN: End user agreements

5. Home and School Partnership

Garden Suburb Infant School is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

We recognise that parents are often trying to manage conflicting demands with their own work and siblings, so we will guidance on suggested minimum activities.

We will provide online training resources for parents on how to use Tapestry, and other programmes as appropriate, and where necessary and possible provide personalised resources (i.e. for SEND pupils).

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All parents sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

The responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

We will provide induction for new staff on how to use the necessary online resources, and refresher training if necessary.

When providing remote learning, teachers are available during normal school hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they report this to school using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
    - o Teachers will set work for the pupils in their classes. This is done as a year group in Assessment, Planning and Preparation time and adapted, as necessary, by class teachers.
    - o The work set follows the usual timetable for the class had they been in school, wherever possible.
    - o Planning will be ready for the leadership team to send out each Friday, as necessary.

- Providing feedback on work:
    - o We will attempt to acknowledge all work, and will agree with the year groups the depth of response needed, depending on whether the full class is isolating or individuals/smaller groups.

- Keeping in touch with pupils who aren't in school and their parents:
    - o If there is a concern around the level of engagement of a pupil, parents will be contacted via phone to assess whether school intervention can assist engagement.
    - o All parent/carer emails should come through the school admin account (admin@gsis.barnetmail.net)
    - o Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants are available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistants complete tasks as directed by a member of the SLT. This may relate to liaising with families, monitoring uploads to Tapestry/Purple Mash,

providing support for individual families, preparing resources, giving feedback to pupils on Tapestry.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring of engagement.
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The school use My Concern safeguarding software to enable staff to report concerns remotely and to maintain records of concerns.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Supporting school staff in assisting pupils and parents with accessing the internet or devices

The SENCO

The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support needed for pupils with identified SEND, and ensuring appropriate resources are provided.

The School Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Ensuring equipment that is out of school on loan is recorded accurately.

Pupils and Parents

Staff can expect parents with children learning remotely to:

- Complete work set by teachers, and communicate if they are struggling to do this.

- Seek help from the schools if they need it.

- Make the school aware if their child is sick or otherwise can't complete work

- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Links with other policies:

This policy is linked to our:

- Safeguarding

- Behaviour policy

- Child protection policy

- Data protection policy and privacy notices

- Online Safety Policy

- Acceptable Use Agreement

- Code of Conduct for Phone calls, Video conferencing and recorded video

- End User Agreements for Tapestry and other programmes used.

APPENDIC ONE – ZOOM Protocol for parent meetings

This is the message we send to parents on the morning of Zoom meetings, so parents have to read the protocol before clicking on the link, which would be at the bottom of the page:

We look forward to seeing you online later today – if you need a reminder of the time of your meeting, please check your Parentmail /Tapestry account, which will have the details.

The meetings will be held over Zoom, and you do not need a Zoom account to attend – please read through the following now, and then <u>when it is time for your meeting</u> click the link at the bottom of this message to join your meeting. You will be held in a waiting room until the teacher is ready for you.

The safety of our children, staff and parents is extremely important and so we have a protocol in place for when conducting video conference calls with parents and their child:

Staff will:
- Use the official school account for Zoom.
- Send out the email invite using Parentmail or the school office/admin/SENCo email address. The link for class meet-ups will be uploaded securely to Tapestry.
- Be on time for the interactive session.
- Ensure two members of staff are present at each session.
- Video conference from an appropriate environment that is quiet, safe and free from distractions.
- Enable a waiting room, and admit the next family when the previous family have left.
- **NOT** record the session or take screen shots.
- Agree which staff member will make written notes of the meeting.
- At the end of the session, summarise what has been said and ensure all participants are happy with that.
- Ensure the parents have left the meeting, before admitting the next family.

Parents should:
- Make sure the joining email is from our school email address/Parentmail/Tapestry.
- Ensure they are in an appropriate room, not a bedroom or bathroom.
- Ensure their child is dressed appropriately (e.g. no pyjamas, no swimwear)
- Be on time for the interactive session
- Start and finish the call, and be present throughout the call if we are talking with their child (do not allow the child to end the call without the parent signing off with the staff member).
- Try to position the device so that the parent and child can be a part of the session.
- Encourage their child to remain attentive during the session
- **NOT** record the session or take screen shots.
- Log out of their zoom account if they use it for another reason before their child uses it. This will make sure any settings that you have made in your account do not over-ride any that we have put in place to safeguard your child
- Not create an account for them, this will make sure that your child cannot change any of our settings.
- There should be no inappropriate content on any of our video calls. Please contact the school if you are concerned about any of the content of the video call.

It is extremely important that you follow the guidelines for parents as detailed above to ensure the online safety of all the participants.

APPENDIX TWO: Protocols for phone calls, Zoom/Teams meetings with children and creating videos.

Making phone calls from home or school

- Phone calls should be made from school phones where possible or, if calling from a mobile, the callers number should be withheld. Staff must not store parents' numbers on their phone.
- Notes on phone calls must be written up on the correct form.
- Phone calls should not be audio recorded.
- If parent does not answer, leave a message and call back at a specified time.
- If there are any concerns following a phone call, they must be reported to the headteacher immediately.

Holding Zoom meet ups with small groups of pupils

- Headteacher permission must be given
- The school Zoom or Teams account must be used
- Parental permission must be given
- Two members of staff must be present
- One member of staff must take notes on sessions, as when making phone calls
- Parents must start and end the call, thereby giving permission and signing off.
- Parents should be present in the room for every child throughout the call.
- Calling should take place in a suitable location (not bedroom or bathroom)
- All participants should be suitably clothed (no bedclothes or swimwear)
- Sessions must not be video or audio recorded.

Creating Teaching Videos

- Year groups must agree any videos which will be needed as part of the planning process
- Where possible, ask a colleague to support with video making whilst in school
- Teachers are not obliged to be involved in a video, but can consider resources such as "Images to Video" to create teaching sequences.
- All videos must be approved by a senior leader before uploading to Tapestry
- Recording should take place in a suitable location (not bedroom or bathroom)
- All participants should be suitably clothed (no bedclothes or swimwear)

APPENDIX THREE: Home Learning Expectations – Suggested Timetable

<u>Suggested Timetable</u>

If your child was at school then they would have a clear timetable and routines in place. Behaviour is much easier to manage when your child is engaged and has a clear structure to their day. You may therefore wish to replicate the suggested timetable below.

8.00 - Wake up and get ready for the day (eating breakfast, washing, brushing teeth and getting dressed)

9.00 - Time to talk about their day and what activities they are going to be doing. It's also a good opportunity to have a little chat. See the questions sheet in their home learning book for ideas of what to talk about.

9.15 – Fine motor activity (Playdough, Lego, Hama beads, cutting and sticking)

9.35 – 10 minute movement break (you can find activities on the Physical Activities sheet inside your child's home learning book or look at the websites suggested on the sticker on the inside cover).

9.45 – Maths activity

10.30 – Take part in physical activity. It is best to go outside to get some fresh air. Perhaps to a local park or woods to have a run around and play in the fresh air. Just remember not to get too close to other children or adults and wash your hands before you go out and when you return.

11.30 – Play a phonics game

12.00 – Have lunch

12.45 – Literacy/Topic activity

1.30 – 10 minute movement break (you can find activities on the Physical Activities sheet attached to your child's home learning book or look at the websites suggested on the sticker on the inside cover of their home learning books).

1.40 – Golden Time (Independent play time with their toys, arts and crafts, colouring)

2.00 - Share a book with your child. Ask them questions about the characters, what has happened so far, which was their favourite part, can they predict what will happen next and what facts can they remember from a nonfiction book

2.20 - 10 minute movement break (you can find activities on the Physical Activities sheet attached to your child's home learning book or look at the websites suggested on the sticker on the inside cover of their home learning books).

2.30 – Handwriting from booklet enclosed in home learning book (It is better to do less really well than rush through and it's important to make sure they form their letters correctly) Spelling (can they write sentences using the words they have practised in their handwriting)

APPENDIX FOUR: Revised Home Learning Expectations (to be used if appropriate for some families)

We would like to clarify our expectations regarding the number of activities your child completes for their home learning. We really feel it is important to emphasize what Mrs Saunders said in her message on Tapestry, earlier this week. **Please do be kind to yourselves. We are not expecting you to become teachers! Your wellbeing as a family is far more important than anything else right now.**

When school first closed, we sent out a suggested timetable. Having some routine is very helpful, but we appreciate there are many, many different pressures on some of you at home. We have revised our expectations so that it is something achievable for everyone in our school community.

Our expectations are that your child:

- reads on a daily basis
- chooses one learning activity to work on per day
- does some physical exercise every day
- practises being an Independent Ivy and Cooperative Colin

We are sending you suggestions for learning activities on a weekly basis. Please decide how much you want your child to do. Our School community is very diverse with families in a wide range of different circumstances. Some families have more time than they ever had before and will find the number of activities suggested very useful, some will have less time than ever before. **There is no expectation from us that your child completes all of the activities each week.**

Our expectations are that you:

- Praise your child when they are doing things independently – we would love to see examples of this on Tapestry too.
- Upload samples of your child's learning onto Tapestry.
- Communicate with us through Tapestry and let us know if things are difficult.

We will:

- Respond to what you upload onto Tapestry.
- Give you a catch-up call.

Remember, be kind to yourselves, keep well and keep in contact!

APPENDIX FIVE: Useful Websites to use at home

https://www.thenational.academy/ The Oak National Academy

https://www.oxfordowl.co.uk/for-home/ (you need to register first but it is free)
Lots of books you can read online for free! Handwriting tips and worksheets, spelling lists, maths games and activities

https://www.phonicsplay.co.uk/freeIndex.htm
play phonic games for phases 3, 4 and 5 –especially Picnic on Pluto and Buried Treasure

https://kids.classroomsecrets.co.uk/category/year-1/
play matching games for maths and phonics

https://www.topmarks.co.uk/maths-games/hit-the-button
Practise quickly doubling or halving numbers and the number bonds to 10

http://ictgames.com/sharkNumbers/mobile/
practise place value – recognising numbers using 10s and ones

http://www.mathszone.net/mw/number/100sq/index.html
Packs for parents in the event of school closures. You can download/ print these resources for free if you wish.

https://www.twinkl.co.uk/search?term=school+closure

https://www.tts-group.co.uk/home+learning+activities.html

https://www.oxfordowl.co.uk/for-home/ (you need to register first but it is free)
Lots of books you can read online for free! Handwriting tips and worksheets, spelling lists, maths games and activities

https://www.phonicsplay.co.uk/freeIndex.htm
play phonic games for phases 3, 4 and 5 –especially Picnic on Pluto and Buried Treasure

https://kids.classroomsecrets.co.uk/category/year-1/
play matching games for maths and phonics

https://www.topmarks.co.uk/maths-games/hit-the-button
Practise quickly doubling or halving numbers and the number bonds to 10

http://ictgames.com/sharkNumbers/mobile/
practise place value – recognising numbers using 10s and ones

http://www.mathszone.net/mw/number/100sq/index.html
packs for parents in the event of school closures. You can download/ print these resources for free if you wish.

https://www.twinkl.co.uk/search?term=school+closure

https://www.tts-group.co.uk/home+learning+activities.html

Parents can access 330 Big Cat ebooks from our primary reading programme – see

Go to https://connect.collins.co.uk/school/Portal.aspx

APPENDIX SIX: Pupil Well-being Resources

The charity Nip in the Bud provides lots of free resources about mental health awareness for primary school teachers and parents. Their short films and fact sheets can be accessed freely on the website https://nipinthebud.org/ . Their website has Information Films with content provided by experts from the South London and Maudsley NHS Foundation Trust and from Great Ormond Street Hospital. Their Real Life Experience films show interviews with young people and parents who have been affected and who speak frankly and movingly about their experiences. The conditions covered so far are ADHD, Anxiety, Autism, Conduct Disorder, Depression, OCD and PTSD.

The charity has produced a short film and fact sheet to help parents and teachers deal with any potential feelings of apprehension and anxiety that children may experience on returning to school on Monday.

In this film 8 minute film Dr Jess Richardson, Principal Clinical Psychologist, (National & Specialist CAMHS and Maudsley) provides important and straightforward advice.

https://nipinthebud.org/information-films/tips-for-returning-to-school/

Please view the accompanying comprehensive Fact Sheet.

https://nipinthebud.org/wp-content/uploads/2020/05/Supporting-Children-Returning-to-School-After-the-Lockdown.pdf

Mental Wellbeing

- Resources for Mental health https://www.mentallyhealthyschools.org.uk/
- Send to staff and parents – bank of strategies https://www.annafreud.org/on-my-mind/self-care/
- Support for parents / carers video https://www.youtube.com/watch?v=ZnANLAcpRZ4&feature=youtu.be
- Free webinar - https://ca.ctrinstitute.com/free-webinar/
- Free Webinar Training (many) https://www.eventbrite.co.uk/o/louise-michelle-bomber-27788294903 (£10 each seminar)

Book List

- The Pear and the Butterfly
- While we can't hug - https://www.youtube.com/watch?v=tarq5nkkGlk&t=13s
- The Stay home superheroes
- In my heart - https://www.youtube.com/watch?v=xIfLgHBwYx4
- The boy, the mole, the fox and the horse https://www.youtube.com/watch?v=81b4i9jQhck
- https://www.mindheart.co/descargables - Book to describe covid-19 (Great for SEN and EAL – in many languages)
- Under the same sky - https://www.bbc.co.uk/iplayer/episode/m000hsff/cbeebies-bedtime-stories-750-tom-hardy-under-the-same-sky

- Coronovirus - a book for children https://nosycrowcoronavirus.s3-eu-west-1.amazonaws.com/Coronavirus_ABookForChildren.pdf https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler
- How are you feeling today – Molly Potter (strategies on what you could do if feeling a certain way)

Active/Well-being Links:

Change4life - https://www.nhs.uk/change4life

Learning Station Music - https://www.learningstationmusic.com)Then click on Watch You Tube Videos)

BBC Lets Get Active - https://www.bbc.co.uk/programmes/articles/38YbPTpH34460kNGWlz5Pds/lets-get-active

Super Movers - BBC - https://www.bbc.co.uk/teach/supermovers

P. E with Joe Wicks https://www.youtube.com/thebodycoachtv - Monday - Friday 9am Live on YouTube The Body Coach Joe Wicks will be hosting free work outs aimed at kids.

APPENDIX SEVEN: End User agreements

Tapestry:

https://www.tapestry.net/terms

Purple Mash:
https://www.purplemash.com/mashcontent/applications/documents/terms_and_conditions/Purple%20Mash%20terms%20and%20conditions.pdf