

## **GATLEY PRIMARY SCHOOL**



# **REMOTE EDUCATION POLICY**

This policy is intended as a framework for staff, parents and governors of the school. In outlining a policy for remote education including home learning and homework. The aim is to work towards uniformity in approach and a cohesive vision across the school.

**January 2021**

**VERSION HISTORY**

<b>Date</b>	<b>Document Version</b>	<b>Document Revision History</b>	<b>Document Author / Reviser</b>
January 2021	1		J.Marchi, G.Norman and V.McManus - draft for AGB approval

## Introduction

At Gatley Primary School, we aim to offer and deliver a beyond outstanding curriculum. This applies to the children learning at school, and children who may be learning at home.

Children maybe learning from home for a variety of reasons. This policy specifics what these circumstances might be and how the school would shape the curriculum and the provision to meet the needs of the children in these circumstances:

- Homework
- Remote education in the event of school closures
- Remote education for self isolation

This policy recognises the unique position some of these circumstances and outlines the rationale and aims of our remote education.

## Rationale and Aims

The rationale for the delivery of remote education has been shaped by staff, pupils and parents based on feedback and consultation and uses the most recent Ofsted and DFE guidance to shape these expectations as part of an ongoing review process.

Our rationale for the delivery of remote education is to:

Deliver a beyond outstanding education through a excellent provision which seeks to promote the school values of **independence**, **choice** and **social responsibility** through the use of **life skills** resulting in outstanding **achievement** both academically and personally.

We will do this by:

- Developing **independence** through the nature of the opportunities offered and the mediums and platforms used to offer remote leaning activities.
- Promoting **choice** through the curriculum context and through the weekly concepts selected based on pupils next steps as a result of effective feedback provided.
- Fostering **social responsibility** through the development of safe working practices within our remote education offer.
- Applying **life skills** such as: collaboration, communication, ICT/ research, problem solving and reflection through the nature of the opportunities set.
- Providing feedback which support and challenges pupils understanding of the concepts taught aligned to the success criteria leading to **achievement** for every child.

## Homework

It is our intention that homework provides opportunities for children to consolidate and extend their learning, across the curriculum. Across the school, there is a consistent approach for the setting and handing in of homework, to support children in building independence and to provide flexibility as to when this work can be completed.

We believe that there is advantage in children spending regular periods of time, initially quite short, on different learning activities devised by the school as part of a homework programme which supports the work covered in class.

This belief is grounded in research performed by the EEF, which found that 'short focused tasks or activities which relate directly to what is being taught, are more likely to be effective' (EEF Teaching and Learning Toolkit 2020).

Homework need not and should not get in the way of other activities which they may do after school - such as sport, music and clubs of all kinds.

We therefore define homework as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

### **In delivering homework we aim to promote:**

- Consistency of approach throughout the school.
- Progression towards independence and individual responsibility.
- Parents/carers to have a clear understanding about expectations from themselves and the pupil.
- Continuing the quality of learning experience offered to pupils.
- Extending and supporting the learning experience via reinforcement and revision.
- Opportunities for parents, pupils and school to work in partnership.
- Opportunities for parents and pupils to work together to enjoy learning experiences.
- Consolidation and reinforcement of skills and understanding particularly in English and Maths.
- Pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary transfer.

### Time Homework Given Out and Returned to Class.

Homework will be sent out on **THURSDAYS** and this is due for return by the following **WEDNESDAY at the latest**. Homework may sometimes be set on Class Dojo and can be responded to on Class Dojo, by up-loading completed work to children's portfolios. Where recording maybe necessary, Home Learning books are provided to all children. However, we encourage the children to record their homework in a way that represents their chosen or preferred learning style.

### How much and what types of homework will the children be expected to do?

The table below sets out the school's homework timetable and type of regular homework activities that the children will be expected to do. In addition, we expect children, from reception to Year 6, to read at home 5 times per week. For our older children, this reading may be independent. Children in Key Stage 2 should also practice timetables regularly. All children in Key Stage 2 are able to access Times Tables Rock Stars to support with this.

Year Group	Time Allocations per week	Types of Activities This will be in addition to regular reading and phonics work
Nursery	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> <li>▪ Show and tell preparation</li> <li>▪ Activities to support targets against the Early Years Objectives.</li> <li>▪ Phonics consolidation of weekly sound (Spring Term)</li> <li>▪ Reading books (Spring Term)</li> </ul> Activities to consolidate learning from within class.
Reception	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> <li>▪ Activities to consolidate in class learning.</li> <li>▪ Weekly phonics consolidation.</li> <li>▪ Activities to support targets against the Early Years Objectives.</li> <li>▪ Reading book to be shared at home.</li> </ul>
Year 1 and 2	Up to 45 minutes	Typical activities may include: <ul style="list-style-type: none"> <li>▪ Alternate English, Maths and Topic work based on work completed in class during the week.</li> <li>▪ Alternate phonics and arithmetic tasks.</li> <li>▪ Alternate English, Maths and Topic work based on work completed in class during the week.</li> <li>▪ Weekly spellings set by teacher.</li> </ul>

		Homework might be set in CGP books for SATS style practise questions.
Year 3 and 4	Up to 60 minutes	<p>Typical activities may include:</p> <ul style="list-style-type: none"> <li>▪ Weekly spellings set by teacher. The amount of spellings will depend on the ability of the child. The spellings will be moving on from the phonics in Key Stage 1.</li> <li>▪ Times tables. Practising individual times tables progressing from 1-12 times table. This then leads to times tables challenges. This may be through the use of Times Tables Rockstars.</li> <li>▪ Alternate English and Maths work based on work completed in class during the week.</li> <li>▪ Research for topic lessons. This will be used to support learning in class.</li> </ul> <p>Science based work when appropriate to the topic.</p>
Year 5	Up to 90 minutes	<ul style="list-style-type: none"> <li>▪ Alternate maths and English activities, to either reinforce concepts covered in class, or to introduce new learning.</li> <li>▪ Research for topic lessons. This will be used to support learning in class.</li> <li>▪ Science based work when appropriate to topic.</li> <li>▪ Spelling activities/spelling lists</li> </ul>
Year 6	Up to 120 minutes	<ul style="list-style-type: none"> <li>▪ Alternate maths and English activities, to either reinforce concepts covered in class or to introduce new learning.</li> <li>▪ Targeted End of Key Stage test revision activities, to consolidate and re-cap on learning.</li> <li>▪ Research for topic lessons. This will be used to support learning in class.</li> <li>▪ Science based work when appropriate to class.</li> <li>Spelling activities</li> </ul>

Due to feedback, homework is not set during holidays. Instead there will be a focus on continuing to practise reading, spellings/phonics and times tables.

As an inclusive school we will ensure that children with specific difficulties have homework adapted to their needs.

If your child has been working on their homework from the required time, **it is perfectly acceptable to leave the homework unfinished with a short note from the parent/carer to explain why.**

## **Feedback**

Children will receive feedback from the teachers and their homework as soon as possible. There will be a range of ways children receive feedback about their work. This may be part of class work. Feedback could be through:

- class discussions
- sharing their work with peers
- Written feedback from the class teacher or teaching assistant. Written feedback will be given on Class dojo.
- Presentations of work.
- Times tables and spellings will be marked and the children will be given their scores.

## **Support Given to Homework**

Parents / carers play a vital part in supporting pupils working at home. It is important that they:

- Support children in accessing Class Dojo.
- Provide a suitable place in which pupils can do their homework - alone or together with an adult.
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.
- Use of the Catch up premium funding to offer 'top up' interventions outside of school hours to those most affected by the periods of school closure.

Homework allows you to see what your child or children are doing and to support their learning. This partnership between school and home is a vital part of a successful education. We take the view that children are likely to get more out of a homework activity if parents get involved.

## **Remote Education during School Closure**

The COVID 19 pandemic presented an unprecedented situation, in which schools nationally were closed and pupils were asked to engage in learning through the delivery of remote education.

Within this section of this policy, the provision offered in the event of full school closure has been shaped through our experiences in the national lockdowns and in consultation with the staff, pupils and parents. It has also been shaped using a range of evidence based literature including the Ofsted guidance on 'What's working well in remote education (11 Jan 2021)' where it is recognised that blended learning will be the main approach used with a mixture of face-to-face and remote methods. Depending on the content a synchronous recorded lesson may be used and practice, feedback are then done synchronously. As a result of this research, our remote learning offer is a blended offer of opportunities for children to experience and engage with remotely. This policy works on the basis that the quantity of the remote education delivered within a day will meet the minimum requirement set by the DfE: KS1 3 hours a day, on average, across the cohort, with less for younger children and KS2 4 hours a day.

Our offer will provide a high quality education, as outlined in the rationale and aims of this policy, and will seek to support pupils by: monitoring their attendance and engagement with live lessons and with remote learning tasks, promote good mental and physical health and wellbeing through the adjustment of the weekly timetable to give greater prominence to these subjects- including whole school opportunities, providing feedback on learning tasks set in order to support pupils to achieve their best and offer support and clarity for the use of resources acknowledging the difficulty of sourcing these in the home. See appendix 1 for Remote Learning Charter for further detail on expectations for staff, pupils and parents.

## **Attendance**

Attendance is monitored by classteachers through the registers taken in live lessons for maths and English. If there is non attendance in these live lessons for 3 sessions over the course of a week, teachers contact parents as part of our safeguarding protocols. Support is offered to families where attendance is a concern. Our remote education protocols outline how safe attendance is supported during live lessons this includes the importance of video's being on and the use of the microphone in live lessons. See Appendix 2 for live lesson protocols.



## Engagement

Like attendance, engagement is also monitored closely by classteachers. Engagement in remote education can occur in a number of different ways. Alongside attendance at live lessons, engagement is monitored through the use of ClassDojo and specifically children's Dojo Portfolios where their work is uploaded. Classteachers will monitor engagement through receiving the set tasks for the week and subsequently the children engaging in the feedback provided to support or challenge in relation to the success criteria.

Engagement is also viewed as participation in live lessons and as such children will be actively encouraged to engage in a variety of ways including verbally and in writing.

## Mental Health and Wellbeing

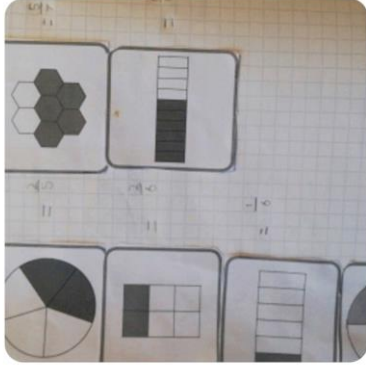
In appreciation of the difficulties that a climate of lockdown can bring to children and families mental health and wellbeing is prioritised through curriculum delivery. The weekly timetable will be adjusted to incorporate daily PE and PSHE activities and opportunities. Opportunities to work with siblings at home or with friends via online platforms will be encouraged through shared thematic delivery such as Wellbeing Wednesdays. Staff will provide opportunities for children to further develop relationships with their teachers and with their peers through live lessons and forums such as breakout rooms or a weekly catch up session. The school will proactively engage with national initiatives to enhance the delivery of wellbeing provision such as the DFE Wellbeing for Education Return Programme and support for parents and families through guidance such as 'Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus covid 19 outbreak.'

## Feedback

Feedback is essential to the successful running of the remote education offer. Feedback is provided by staff verbally within live lessons and is encouraged between the children within live lessons through the use of breakout rooms. Feedback is provided on the work children's upload to their portfolios as either written feedback or a video message. In both instances, the feedback will continue to foster the ethos of feedback in the school and promote a learning journey through promoting questions or reflections aligned to the success criteria in a lesson. This feedback will be more in depth in a piece of work which has been requested to be uploaded as part of the weekly learning cycle. Work is valued through this feedback and other activities may be 'liked' or awarded dojo points unless there are misconceptions in the work and support will be given through the use of feedback.

Portfolio

**Harrison P**  
Harrison P's portfolio • 5d



2 comments

Like Comment

**Miss Renshaw** 5d  
Super Harrison - you can recognise a range of unit and non unit fractions. How many more fifths do I need in the second picture to make 1 whole?

**Harrison Pryce** 4d  
2 more

Example feedback

Resources

We recognise that resources are essential to the successful running of our offer. The use of live lesson functionality does require a WiFi enabled device. Where families may have difficulties sourcing these devices, the school does have a bank of equipment we can happily loan for the required period. Resources for learning are readily available through ClassDojo, including lesson links, learning packs and the signposting of wider resources. Signposting for printing is kept to a minimum for families and children are required to work in their English and Maths books. If families need support, printed materials can be made available.

Like Comment

**Mr. Butt**  
5TB • 4d

I know lots of you were very interested in the American election back in November - at some point today, have a watch of Newsround; yesterday, the new President Joe Biden was sworn into office (that means he started his new job as president).  
<https://www.bbc.co.uk/player/episode/m000rgxj/newsround-21012021>

9 likes 51 views

Like Comment

**Miss shkurko**  
5TB • 4d

Good Morning!

Please find your link for today's PE below.  
<https://youtu.be/WmGjxU3Ggko>

Have a great day everyone!  
Miss Shkurko

5 likes 48 views

Like Comment

Links for wider resources

Class Story

**Topic WC 25th January.pdf**  
PDF Document 1.5 MB

Here is your Topic PDF for the week ahead. Check class story daily for topic videos that will help you with each learning challenge. I will also be live at 12:40 daily for anyone who is struggling with the topic challenges or anyone who has any questions.

4 likes 34 views

Like Comment

**Miss Lowe**  
KCL • 23h

**Maths WC 25.1.21.pdf**  
PDF Document 957 KB

Here is your maths PDF for the week ahead. Live lessons for Maths are daily at 10:45am.

4 likes 1 comment 33 views

Like Comment

**Miss Lowe**  
KCL • 23h

**Literacy WC 25th January.pdf**  
PDF Document 2.2 MB

Here is your Literacy PDF for the week ahead. Live lessons for Literacy are daily at 9:15am.

6 likes 34 views

Like Comment

Links to learning packs



Links to live lessons

### **What will the Remote Education Offer consist of?**

Across the school all pupils will have access to the following:

- Directed PE and PSHE video links
- Daily live Maths lessons through Microsoft Teams
- Daily live English lessons through Microsoft Teams
- A daily challenge – this maybe a metacognitive skill or the development of basic skills in phonics, mental maths, spellings etc.
- Access to re-recorded teacher led materials to support the delivery of learning content
- A directed video for the delivery of topic lessons and ‘live’ drop in sessions over the week to facilitate the learning within topic sessions.
- Weekly opportunities for dedicated peer interaction
- Access to interventions where required

See Appendix 3 for an example timetable in EY, KS1 and KS2

### **What role will parents have?**

In the event of children learning from home, the school recognises the challenges this can create for families particularly where families maybe working from their homes. In recognition of this, and to develop essential skills for life in our pupils, parental input in the delivery of remote education will minimal. It is essential that the delivery of the planned curriculum is continued during school closures and that all pupils engage with this. To help facilitate this we ask parents to:

- Download/ access the learning resources from ClassDojo or support their child to do this if they can not access this independently.
- Be aware of when their child’s live lessons are

- Read and give permission for the engagement of live lessons through the live lesson protocols which are designed to keep pupils safe. (See appendix 3)
- Support their child to upload their work to their Portfolio on ClassDojo if this support is needed.
- Provide the relevant resources including a device which enables children to access Microsoft Teams. If this can't be provided, contact the school where this support can be accessed.
- Communicate with the school if there are concerns or if their child becomes unwell and can not engage with remote learning.

See Appendix 1 remote learning charter for more information.

### **Support for children with vulnerabilities**

In recognition of the serious situations which underpin school closures, the school will seek to restrict the attendance of pupils however priority will be given to pupils with specific vulnerabilities. These vulnerabilities are categorised in a RAG rated response document which incorporates the DFE definition of vulnerability and how the school interprets this. See Appendix 4 for these definitions. This definition works in conjunction with our Safeguarding policy in supporting the school's response to safeguarding within Covid constraints. Where children are highlighted 'red' or 'amber' they are invited into school as a priority for placement because of their vulnerabilities. If they do not return, these groups are monitored weekly for their engagement and their attendance within the remote learning offer.

### **Additional Support for Pupils with Particular Needs**

School has rigorous systems and registers for monitoring daily engagement and informs parents/carers immediately where this is a concern. Pastoral support is provided to any families to ensure children can access education at home by regular communication with class teachers. The school holds and monitors a list of pupils who are both educationally and medically vulnerable. Additional support is provided to these identified families who are contacted at least once a week by the school. Resourced pupils and pupils with SEND will be offered a place in school to access education on site. Where this is not possible, the remote learning offer will be adapted accordingly in consultation with families and services to reflect the content of their EHCP and provision maps. Printed materials will also be made available to families wishing to access learning in a different way. Please contact the school office to make COVID secure arrangements for collection and delivery of learning materials.

### **Monitoring and Evaluating the Offer:**

As part of the schools planned school self evaluation schedule, the offer will be sampled to ensure it reflects the rationale and aims as outlined in the policy. Wider quality assurance documentation, such as the DFE toolkit 'Review your remote education offer', is used to provide external challenge and support to the offer that is in place.

Staff, pupil and parent feedback is essential to the ongoing development of the remote learning offer. Feedback is taken in a variety of formats and the outcomes are used to further strengthen, adapt or refine aspects of the remote education offer.

## **Remote Education for Self Isolation**

In the event of a child needing to isolate and to move to 'learning from home' it is the parent or carers responsibility to inform the school (via the school office or by messaging the school mobile if outside of school hours) to ensure that home learning opportunities can be set up in a timely manner.

As part of the contingency planning there will be a staged approach to schools remote provision (see appendix 5). This approach will ensure that parents/carers are kept informed of curriculum provision at any given stage and will ensure that impact on education is minimal for all children.

Where children have been asked to isolate due to close contact with a positive COVID case within school, it is the school's responsibility to communicate this to parents and to set up home learning opportunities to begin as soon as possible.

In both scenarios, on the first day of isolation, activities will be posted to the child's Class Dojo portfolio. Within 48 hours of the class teacher's notification of the child's isolation, live lesson opportunities will be set up and facilitated.

All parents and carers have been asked to agree to the protocols for live lessons (see appendix 2 Live Online Lesson Protocols). This agreement must be made before live lessons can be accessed. In the event of a national/local lockdown protocols will be re-sent to parents and children will be reminded of these before they begin.

Communication for live lessons will be done through Class Dojo, using both children's individual portfolios and class story. Links to lessons on 'Teams' will be put on Class Dojo which can be accessed as an app and as a website. Communication through Class Dojo story or messaging facility will allow teachers to respond as quickly as possible to questions raised and to support children in accessing provision independently, where possible.

The school understands the remote education context of pupils and has planned its provision to ensure pupils can remain engaged in education. Where children lack digital access school will provide them with suitable devices and internet access. School has rigorous systems for monitoring daily engagement and informs parents/carers immediately where this is a concern. Pastoral support is provided to any families to ensure children can access education at home by regular communication with class teachers and our pastoral support.

## **Remote Education In The Event of Individual Children ‘learning from home’**

Where children are needing to self isolate, because they are identified as a close contact, the following provision will be offered dependent on the key stage they are in:

### **EYFS/Key Stage 1**

In the event of individual children within a cohort learning from home, children will be invited to join their classes’ lessons virtually, using Microsoft Teams.

In EYFS and KS1, children will be taught, by a teacher or teaching assistant, as part of a small group, to ensure learning is clear and children are given the opportunity to ask questions and to clarify their understanding. These ‘small group’ sessions will last around 20 minutes, and children will be invited to at least two of these each day.

Following these short, focused group sessions, children will be directed to learning opportunities posted to their Class Dojo portfolio. Feedback will be given by the teacher or teaching assistant, both orally and via Class Dojo. Children are encouraged to stay logged in to their Microsoft Teams lesson whilst completing these activities, to allow for feedback at the point of learning and for peer to peer support and interactions to take place. In Early Years children are expected to stay logged on for their allocated session time and share their completed work via Dojo Portfolio.

The time-table for these lessons will be posted to the child’s Class Dojo portfolio at least 24 hours prior to the lesson taking place.

If a child who is isolating doesn’t log in to Microsoft Teams at the agreed time, the member of staff leading the sessions will initially contact the child directly via their portfolio on ClassDojo. If the child continues not to engage with home learning within 72 hours, the class teacher will then contact the parents to discuss further.

### **Key Stage 2**

In the event of individual children within a cohort learning from home, children will be invited to join their classes’ lessons virtually, using Microsoft Teams.

In Key Stage 2, children will be taught alongside the whole class, just as if they were in school. Children will be able to ask questions and to interact with their class teacher during the input to lessons. Prior to the lesson, activities and any resources needed, will be posted to the child’s Class Dojo portfolio.

Following the lesson input, children will then work either as part of a focus or directed group, led by a teacher or teaching assistant, or independently. When working

independently, children will have the opportunity to work with their peers to encourage collaboration and to support children's well-being whilst learning from home. Children should post completed work to their Class Dojo portfolio, to allow feedback to be given.

Children will be invited to at least two live lesson sessions each day and the time-table for these lessons will be posted to the child's Class Dojo portfolio, at least 24 hours prior to the lesson taking place.

If a child who is isolating doesn't log in to Microsoft Teams at the agreed time, the member of staff leading the sessions will initially contact the child directly via their portfolio on ClassDojo. If the child continues not to engage with home learning within 72 hours, the class teacher will then contact the parents to discuss further.

### **Remote Education In The Event of A Bubble Closure**

In the event of a whole class bubble being directed to home learning the following will apply.

Within three hours of notification of the positive case, the class teacher will post a video onto Class Dojo (via class story). This video will communicate, to the children, the need for home learning and will support children's wellbeing at this challenging time.

Within twenty four hours learning opportunities for the first day of home learning will be posted to Class Dojo, via either class story or directly to children's portfolios. These learning opportunities may be presented in the form a video, a link to Oak National Academy lessons or a power-point designed by the class teacher.

Within forty eight hours, a time table for live lessons for the following days will be posted to Class Dojo, and links for the first live lessons provided. Live lessons will begin within a maximum of 72 hours of a class being asked to isolate. These lessons will be led by either a teacher or a teaching assistant. In most instances, this will be the children's usual class teacher but where this is not possible, it will be an adult familiar to the children.

### **EY and Key Stage 1**

In EYFS and KS1, children will be split into small groups, based on friendships and teachers knowledge of the children. Children will access live lessons with these groups and a register will be taken at the beginning of these sessions. Children will be given the opportunity to access at least two live lessons each day. When not in live lessons, additional activities will be posted to children's Class Dojo portfolios, which are designed to be as independently accessible as possible. Children should post their finished work to Class Dojo for feedback.



At all times, a teaching assistant or teacher will be available to answer and questions and to provide additional support via Class Dojo.

In some cases, lessons may be delivered to the whole class, for example PE and story time.

In the event of children not attending live lessons, the teacher (or member of staff leading the sessions) will contact the child's parent or carer, in the first instance through Class Dojo message.

In addition, further videos will be posted to Class Dojo to support the children working independently and to reinforce skills such as phonics and maths. These videos can be accessed at any point.

## **Key Stage 2**

In Key Stage 2, children will be taught a whole class and a register will be taken at the beginning of the first session. However, in some instances, small group work may also be facilitated by a teaching assistant. Children will receive live lessons for the whole school day. These lessons will combine 'inputs' led by the class teacher or teaching assistant and opportunities for independent work. Break out rooms may also be used to facilitate group work, or to offer 1:1 support where necessary. Resources to support these lessons will be posted to Class Dojo. Feedback will be given continually throughout lessons, but finished work may also be posted to children's portfolios for further feedback and to celebrate success.

Children should be encouraged to access and manage their home learning as independently as possible. In the event of a children not attending live lessons, the teacher (or member of staff leading the sessions) will contact the child's parent or carer, in the first instance through Class Dojo message.

## **Remote Education In The Event of Partial Bubble Closure**

If the school is adopting a contact tracing strategy, some children from a class are asked to isolate and some children are able to return to school following the initial 72 hour isolation period (and contact tracing), a hybrid model approach will be taken.

Children learning from home, will receive daily live lessons and a time table for their lessons will be posted to their Class Dojo. Some of these lessons will provide opportunities for the children to interact with their peers at school, to support the children's well-being. Some lessons may be designed specifically for the children who are learning at home, to ensure the best educational offer. For example, PE lessons. In some instances, independent learning opportunities will be posted to the children's Class Dojo. Completed activities

should be posted to the children's portfolios to allow feedback to be given. At all times, a teacher or teaching assistant will be available to support and to answer any questions, via Class Dojo.

### **Review and Monitoring Arrangements**

The efficiency and effectiveness of this Remote Education Policy will be regularly monitored and evaluated to ensure it supports pupil's learning and development. The review will be part of the schools calendared school self evaluation process and will be done with stakeholders ;incorporating data from staff, children and families.

## Appendix 1: Remote Learning Charter



### Remote Learning Charter

To support all children during the period of school closure, the charter below shows the role staff, parents and children have in supporting the delivery of remote learning. The charter seeks to standardise and make explicit the schools remote learning offer in the aim that no pupil will be academically disadvantaged by the period of school closure. The remote learning offer is a combination of a number of opportunities including: live lessons, access to teacher led videos, learning tasks and challenges, high quality video links, resources and interventions through live group work. The schools combined offer is in excess of the governments minimum guidance for remote learning of: 3 hours for Key Stage 1 and 4 hours for Key Stage 2.

	Staff	Parents	Children
Attendance	<p>A weekly timetable will be issued so that children know at what time and which lessons they must attend. Alongside the timetable, a link for the lesson will be issued on Dojo. These will all be issued by Sunday afternoon.</p> <p>At the start of Maths and English lessons, the register is taken and attendance is recorded.</p> <p>Children's attendance in live lessons will be monitored.</p> <p>If children do not attend a live lesson where attendance is required, a Dojo message will be sent in the first instance and then a phone call home should no contact be made. During these meetings, support will be offered to ensure attendance is improved.</p>	<p>Support the children to be punctual for the lessons by accessing the information posted on Dojo and by making sure the children are aware when their lessons are and which ones they are required to attend.</p> <p>If children are unable to attend for any reason, such as feeling unwell, Dojo message the class teacher.</p> <p>To Dojo message teachers during the hours of 8.00am and 5.30pm on a school day where contact may be necessary.</p>	<p>Be on time for lessons</p> <p>Remain online through the whole of the live lesson, unless you have permission to leave or you have technical difficulties.</p>
Engagement	<p>The weekly learning information (links/ timetables) and resources will be provided on Dojo so that it is clear which tasks are to be engaged with and by when. Staff will signpost which challenges should be completed by all, personalising this to support individual children where further support is needed.</p> <p>The weekly timetable will offer a range of subjects to ensure engagement is across a broad and balanced curriculum offer.</p> <p>Ensure children are safe by engaging in live lessons through the use of the live lesson protocols.</p> <p>There will be a range of educational materials available to develop engagement including: live lessons, pre-recorded videos, links (Oak National Academy, Youtube, etc.), collaborative feedback (through Class Story) and peer working (Microsoft Teams 'breakout rooms'). Each year group may use a different combination of strategies to best support pupils.</p> <p>During the lesson, the teacher's video will be on and they will screen share learning materials when needed.</p> <p>Staff will actively encourage participation in live learning sessions, making sure that they are inclusive and accessible to each child participating within the session. This will include a range of engagement strategies including the use of the 'chat' function in live lessons as a discussion tool.</p> <p>Staff will endeavour to answer as many questions as possible within the live learning sessions, providing an additional 'drop-in' session in the afternoon to answer any additional questions that might occur throughout the day.</p>	<p>Support children to prepare themselves for live lessons.</p> <p>Revisit the live lesson protocols with children to ensure they remain safe on line.</p> <p>Monitor the use of devices if children are using these to collaborate.</p> <p>Communicate with class teachers where there are concerns over your child's engagement.</p> <p>Dojo message teachers during the hours of 8.00am and 5.30pm on a school day where contact may be necessary.</p> <p>Support pupils to upload their work if they need this technical support.</p>	<p>Be ready for lessons by making sure you have the materials they need.</p> <p>Turn your video on in live lessons.</p> <p>Remain safe online by following our live lesson protocols.</p> <p>By being present in live lessons, access the opportunities to share and discuss through the use of the microphone, video or chat function where your teacher asks you to.</p> <p>Share learning challenges within live learning sessions where your teacher asks you.</p> <p>Ask questions or ask for help where it is needed.</p> <p>Complete the learning challenges that are set.</p> <p>Upload tasks teachers have set through the use of Portfolio on ClassDojo.</p> <p>Upload daily evidence of topic work, if not present in the live drop in session in an afternoon.</p> <p>Respond to the feedback provided by your teachers.</p> <p>Celebrate and share your successes in PE, PSHE and Daily Challenges using portfolio or Class Story.</p>
Feedback	<p>Feedback on learning will be done verbally, in writing or through video message.</p> <p>During a live lesson, staff will ask children questions and provide opportunities for specific feedback by asking children to remain on at the end of a lesson input.</p> <p>For the activities that children complete, detailed feedback will be provided on one specific learning challenge in English, Maths and topic which will be clearly identified in each learning pack over the week. This piece of work will form the basis of the teacher assessment that week. This in depth feedback will be provided no later than a Friday of that school week.</p> <p>All other learning activities should be posted through Dojo and these will be acknowledged with a 'like' via class teacher or support staff, unless additional feedback is necessary.</p>	<p>Support the children to know which learning task they must upload to the class teacher and by when.</p> <p>Support the children technically if they need help to upload their work or see the feedback from their teacher.</p>	<p>Respond to feedback in live lessons</p> <p>Access support if you need help by staying on the live lesson link.</p> <p>Upload the specified learning challenges to your Portfolio on ClassDojo.</p> <p>Respond to the feedback you receive on Portfolio through a written message, picture or a video message.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mental Health and Wellbeing</p>	<p>A greater emphasis on mental health and wellbeing will be provided through the adjustment of the daily timetable. More regular opportunities for PE will be scheduled alongside Wellbeing Wednesday, daily PSHE lessons and Friday 'check ins'.</p> <p>Children will see familiar adults, teachers and other children through the use of live lesson provision. 1:1 or group discussions can be facilitated by remaining present on the lesson input.</p> <p>Drop in sessions during the afternoons can be used for topic lessons as well as support for learning or as a mental health and wellbeing focus.</p> <p>Contact with friends will be encouraged through catch up or show and tell sessions on a Friday afternoon. The use of 'break out rooms' to facilitate learning tasks will also support this interaction.</p> <p>For children who experiencing difficulties with their mental health or wellbeing, we will offer a personalised check in video or virtual meetings and interventions. This will also fall under a weekly review with families.</p>	<p>Support the children to access and engage with the opportunities on offer through the curriculum and weekly timetable provision.</p> <p>Communicate any concerns with the class teacher through a Dojo message where support from the school can be offered.</p> <p>To Dojo message teachers during the hours of 8.00am and 5.30pm on a school day where contact may be necessary.</p>	<p>Engage with all opportunities on offer, such as P.E/PSHE sessions, Wellbeing Wednesday and Friday check ins.</p> <p>Discuss your worries/feelings with a trusted adult in order to gain necessary and appropriate support.</p> <p>Celebrate and share your successes in PE, PSHE using Portfolio and Class Story.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>	<p>All learning resources will be posted onto ClassDojo by Sunday evening.</p> <p>The school will provide access for pupils to collect school books, pencil cases and other essential resources on a schedule of collection.</p> <p>A resource list will be provided with the learning packs on ClassDojo.</p> <p>To avoid the need to print resources, planning will be adapted and will signpost alternatives where printing maybe required.</p> <p>If printing is required, these pages will be clearly signposted and indicated.</p> <p>The school will support families where resources can not be provided such as devices.</p>	<p>Contact class teachers if you are struggling with resources.</p> <p>Attend the allocated session to collect school books or contact school to arrange another time if you can not collect these.</p>	<p>Read the resource list and prepare the resources you need for lessons.</p> <p>Look after the resources you use and use technologies sensibly and with consideration for others.</p>

Appendix 2: Live Lesson Protocols



## Live Online Lesson Protocols

By following the link to the live online lesson on **Microsoft Teams**:

- I agree to my child/ren taking part in live online lessons, following the rules and etiquette outlined below.
- I confirm that I have discussed the protocols with my child/ren and that they understand each protocol.

	Staff Protocols	Parent Protocols	Pupil Protocols
<b>Before the live online lesson</b>	<ul style="list-style-type: none"> <li>• Post a clear timetable for online learning to pupils through Class Dojo Portfolio function.</li> <li>• Links to live online lessons through Microsoft Teams will be shared via ParentMail; times will correspond to those outlined on the timetable.</li> <li>• Pupils will be made aware which member of staff they will be meeting in the live online lesson and which activity will be a focus.</li> <li>• Staff will have a register prepared so that they are aware which children will be joining the live online lesson.</li> <li>• Staff will use their school Teams account and school email to login.</li> </ul>	<ul style="list-style-type: none"> <li>• I will have supported my child to consult the timetable on Class Dojo and followed the link to the live online lesson on Microsoft Teams provided on ParentMail.</li> <li>• I will download the Microsoft Teams App and familiarise myself and my child with how it works.</li> <li>• I will ensure that equipment needed is charged prior to the live online lesson and support my child in finding a suitable space to work in that is conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• I will have breakfast, get dressed and clean my teeth before my lesson.</li> <li>• I will make sure that I have my books and writing equipment ready.</li> <li>• I will find a nice comfy place to sit without lots of personal distractions.</li> <li>• I will make sure that my device is charged.</li> <li>• When I sign in I will use my first name.</li> </ul>
<b>During the live online lesson</b>	<ul style="list-style-type: none"> <li>• Staff will follow the structure outlined for live online lessons</li> <li>• Staff will reinforce expectations of behaviour that they would in the physical classroom, in line with the school's behaviour policy</li> <li>• Staff will involve each child in conversation and discussion, modelling learning as they would in the classroom</li> <li>• Staff will only admit children who have identified themselves by their first name from the waiting room.</li> </ul>	<ul style="list-style-type: none"> <li>• I will support the school's behaviour policy, and respect decisions made to remove my child from a live online lesson if this occurs. I appreciate that this removal could result in this offer being revoked.</li> </ul>	<ul style="list-style-type: none"> <li>• I will communicate politely and thoughtfully, treating others with kindness and patience, just as I would in the classroom.</li> <li>• I will wait for my turn to share my ideas.</li> <li>• I will follow the instructions given by the member of staff throughout the live online lesson and ask for help if I need it.</li> <li>• I will not use the share function.</li> <li>• I will not record, take photographs or screenshots of the live online lesson or the lesson content.</li> <li>• I will be responsible for my behaviour and actions whilst using Microsoft Teams.</li> <li>• If I come across anything that upsets me whilst working online, I will report this immediately.</li> </ul>
<b>After the live online lesson</b>	<ul style="list-style-type: none"> <li>• Staff will visit children's portfolios to feedback on their work from the session to praise and address misconceptions.</li> <li>• Staff will arrange a time for a 'weekly check in' with their live online lesson group. This will be communicated via ParentMail.</li> </ul>	<ul style="list-style-type: none"> <li>• I will support my child in sharing their work to their portfolio.</li> <li>• I will check ParentMail in order to receive the timetable with the online lesson links.</li> <li>• I will ensure that my child does not access Microsoft Teams other than for timetabled live online lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• I will share my work on my portfolio on Class Dojo for my live online lesson teacher to see.</li> <li>• If I need any help, I will contact my live online lesson teacher through Class Dojo.</li> </ul>

## Appendix 3: Example Timetables

## EYFS Timetable

Literacy Live Lesson		Break time	Maths Live Lesson		Lunch time	Topic Lesson	Break time	P.E /PHSE	Story/Phonics
Live input & Independent Learning			Live input & Independent Learning						
9:15-9:45	9:45-10:15	10:15 - 10:30	10:30-11:00	11:00-11:30	11:30-12:30	12:30-13:30	13:30 – 13:45	13:45-14:30	14:30-15:00
Group A	Group B		Group A	Group B					

## KS1 Timetable

Literacy Live Lesson		Break time	Maths Live Lesson		Lunch time	Topic Lesson	Break time	P.E /PHSE	Daily Challenge
Live input & Independent Learning			Live input & Independent Learning						
9:15-10:15		10:15 - 10:45	10:45-11:30		11:30-12:30	12:30-13:30	13:30 – 13:45	13:45-14:30	14:30-15:00

EYFS – PE @ 13:45-14:10

KS1 – PE @ 14:10-14:30

## LKS2 Timetable

P.E/ PSHE (Dojo Video)	P.E/ PSHE (Dojo Video)	Literacy Live Lesson	Break time	Maths Live Lesson	Lunch time	Daily Challenge	Topic Lesson	Break time	Story (Dojo Video)
		Live input & Independent Learning		Live input & Independent Learning					
9:00- 9:20	9:20- 9:40	9:45-10:45	10:45 - 11:15	11:15-12:00	12:00- 13:00	13:00- 13:30	13:30- 14:30	14:30 – 14:45	14:45 - 15:00

## UKS2 Timetable

P.E/ PHSE (Dojo Video)	P.E/ PHSE (Dojo Video)	Literacy Live Lesson	Break time	Maths Live Lesson	Lunch time	Topic Lesson	Daily Challenge
		Live input & Independent Learning		Live input & Independent Learning			
9:00- 9:20	9:20- 9:40	9:45-10:45	10:45 - 11:15	11:15-12:15	12:15- 13:30	13:30-14:30	14:30 – 15:00

LKS2 – PE @ 9:00-9:20

UKS2 – PE @ 9:20-9:40

Appendix 4: RAG rating document for Vulnerability

Gatley Primary School's definition of vulnerability:

During the period of national school closures, Gatley Primary School will prioritise the attendance of vulnerable children in school. We recognise that vulnerability can manifest itself in a number of ways and the table below illustrates what vulnerability is aligned to the DFE definition of vulnerability.

Responding to Vulnerability

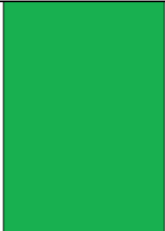
DFE classification	School exemplification	RAG response to vulnerability	School Response
"Are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child."	<p>Pupils with a social worker</p> <p>Pupils with a CIN plan</p> <p>Pupils who are LAC</p> <p>Pupils known to social services.</p>		<p>Contact family/ pupil and request that the pupil return to school.</p> <p>If refusal to return – establish an individual risk assessment with social worker involvement.</p>

"have an education, health and care (EHC) plan"	Pupils who have an EHCP and are in receipt of additional funding for support		<p>Invite pupils back to school giving parents the option.</p> <p>If they do not wish to, ensure provision is adapted to meet needs specified on EHCP with clear expectations set for engagement.</p> <p>Review engagement targets with the family weekly – if they are not met conduct individual risk assessment with SENCO.</p>
"children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services"	<p>Pupils in TAC or pre TAC stages</p> <p>Pupils who have a named social worker</p>		<p>Contact family/ pupil and request that the pupil return to school.</p> <p>If refusal to return – establish an individual risk assessment with social worker involvement</p>
"adopted children or children on a special guardianship order"	As defined by DFE		<p>Invite pupils back to school giving parents the option.</p> <p>If they do not wish to, offer weekly support/ contact meeting with classteacher- personalised Dojo message and monitor engagement.</p>



"those living in temporary accommodation"	Those in known to housing support services or with an EHA for this support		<p>Invite pupils back to school giving parents the option.</p> <p>If they do not wish to, assess level of stability in temporary accommodation with housing association and social services.</p>
"those who are young carers"	Pupils who are defined as young carers due to home caring responsibilities		<p>Invite pupils back to school giving parents the option.</p> <p>If they do not wish to, offer weekly support/ contact meeting with classteacher- personalised Dojo message. Monitor engagement.</p> <p>Offer pupil additional virtual pastoral session and support on weekly basis.</p>
"those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)"	<p>Those who have no access to WiFi and or devices</p> <p>Those who have more than one sibling at primary age or below in the household and therefore devices maybe limited or it may be more</p>		<p>Offer additional devices where school have these – including WIFI cards where required.</p> <p>Offer live learning provision with additional follow up session with TA as a 'catch up session' during the week if unsure of concepts covered.</p>

	challenging to learn in the home.		
"Others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health"	<p>Those who are have a provision map with additional pastoral support.</p> <p>Those who have had experienced prolonged absences due to Covid related reasons (attendance below 80% due to Covid).</p>		<p>Invite pupils back to school giving parents the option.</p> <p>If they do not wish to, offer weekly support/ contact meeting with classteacher- monitor engagement.</p> <p>Invite pupils back to school giving parents the option.</p> <p>If they do not wish to, closely monitor engagement.</p> <p>Offer additional catch up session through intervention when school re-opens.</p>
Children whose parent's are key workers.	Parents who have completed 'yes' on the survey.		<p>Invite pupils back to school giving parents the option.</p>

<p><i>Children who are remaining at home as they do not fit any of the above.</i></p>	<p>Parents who have not completed the survey or do not meet any of the above in the survey.</p>		<p>Monitor engagement and productivity based on remote learning – weekly monitoring through teacher assessment records.</p>
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<p>RED</p>	<p>Must return to school</p>
<p>AMBER</p>	<p>Should be given the option to return to school – monitor vulnerability and reassess on a weekly basis</p>
<p>GREEN</p>	<p>Should be offered support in the home to enable the delivery of remote education. This should be reviewed weekly with the family.</p>

Appendix 5: Contingency Planning Framework



**Covid-19: Staged Approach to School Remote Provision**

As part of our contingency planning, Gatley Primary School will consider how they would respond in the event that the number of cases means further restrictions may become necessary. At each stage, we clearly inform parents/carers which pupils should be in school and the curriculum provision they will receive at any given time. This staged approach will ensure that impact on education is minimal and that priority is given to vulnerable children and children of critical workers for face-to-face provision in all cases.

Stage	Scenario
1	<b>Child isolating at home due to non-school related case/asymptomatic case awaiting test result</b>
<b>Next day provision</b>	<ul style="list-style-type: none"> <li>Weekly planning and story recommendation in place on ClassDojo or pack</li> <li>Core, physical and mental wellbeing activities</li> <li>Key websites e.g. Oak National Academy links sent to specific lessons supporting subject</li> </ul>
2	<b>Child isolating at home due family member being Covid positive (10 days)</b>
<b>Next day provision</b>	<ul style="list-style-type: none"> <li>Microsoft Teams link is open for the day</li> <li>Expectation is set that pupils will attend a minimum of three modelled sessions and can follow up independently (register is taken for this)</li> <li>Remote pupils work with peer small groups and with teacher or support assistant for focused tasks</li> <li>Work is uploaded and marked with feedback from classroom staff via ClassDojo Portfolio</li> <li>Support staff post a <u>focused teaching video e.g. phonics session</u></li> </ul>

3	<b>Two or more children isolating</b>
<b>Next day provision</b>	As above with differentiated timetable built into sessions so children received targeted lessons
4	<b>CEV Staff member(s) isolating - not unwell (10 days)</b>
<b>Next day provision</b>	<ul style="list-style-type: none"> <li>Teacher provides full range of subjects (National Curriculum) as per timetable</li> <li>Supports supervision in class</li> <li>Uploading work on ClassDojo and feedback provided within the school week</li> <li>Laptop/speaker on table for group work with microphone</li> </ul>
5	<b>Staff member isolating – unwell (10 days)</b>
<b>Next day provision</b>	<ul style="list-style-type: none"> <li>Another teacher will broadcast with support assistant to supervise</li> </ul>

<b>6</b>	<b>Whole class isolating during contact tracing period (72 hours)</b>
<b>Next day provision</b>	<ul style="list-style-type: none"> <li>• Weekly planning and story recommendation in place on ClassDojo or pack</li> <li>• Core, physical and mental wellbeing activities</li> <li>• Live link to Microsoft Teams sent to children and parents via ClassDojo to facilitate daily lessons</li> <li>• Key websites e.g. Oak National Academy links sent to specific lessons supporting subject. Monitoring engagement and outcomes</li> </ul>
<b>7</b>	<b>Close contacts remaining at home in isolation after contact tracing period (10 days)</b>
<b>Next day provision</b>	<ul style="list-style-type: none"> <li>• Monitoring engagement and outcomes to ensure equity of provision for all</li> <li>• Remote Education Policy to be implemented</li> <li>• A synchronous education is provided with live lessons using Microsoft Teams to ensure equity of learning for all pupils regardless of location</li> <li>• Pupils will be linked to the classroom via Teams and will have a virtual presence in the learning journey of the whole class</li> <li>• ClassDojo is used as a learning platform where links to lessons will be found and where children can download resources and upload work to individual portfolios</li> <li>• Teachers assess and give feedback on work in line with policy</li> </ul>
<b>8</b>	<b>Whole bubble isolating</b>

<b>Next day provision</b>	<ul style="list-style-type: none"> <li>• Microsoft Teams link is open for the day</li> <li>• Expectation is set that pupils will attend a minimum of three (maths, English and other subjects) modelled sessions and can follow up independently. Register is taken for this</li> <li>• Remote pupils work with peer small groups and with teacher or support assistant for focused tasks</li> <li>• Work is uploaded and marked with feedback via ClassDojo Portfolio</li> <li>• Support staff post a focused teaching video e.g. phonics session</li> </ul>
<b>9</b>	<b>Staff member opting to work from home</b>
<b>Next day provision</b>	<ul style="list-style-type: none"> <li>• Teacher provides full range of subjects (National Curriculum) as per timetable</li> <li>• Teams link is open for the day</li> <li>• Expectation is set that pupils will attend</li> <li>• Pupils work with peer small groups and with support assistant for focused tasks</li> <li>• Work is uploaded and marked via ClassDojo Portfolio</li> </ul>
<b>10</b>	<b>Local or National Lockdown</b>
<b>Next day provision</b>	<ul style="list-style-type: none"> <li>• School offer places for children of critical workers and vulnerable children as per government guidance</li> <li>• Remote Education Policy to be implemented</li> <li>• A synchronous education is provided with live lessons using Microsoft Teams to ensure equity of learning for all pupils regardless of location</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• Pupils will be linked to the classroom via Teams and will have a virtual presence in the learning journey of the whole class</li><li>• ClassDojo is used as a learning platform where links to lessons will be found and where children can download resources and upload work to individual portfolios</li><li>• Teachers assess and give feedback on work in line with policy</li></ul> |
|--|---|