



Abel Smith
School Established
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Remote Education

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1. Aims

This guidance aims to:

- Ensure that all members of the school community are clear about what the school expects in terms of remote learning;
- Allow teachers to use their own professional judgement to determine appropriate approaches and pedagogical methods for their classes;
- Recognise the additional pressure remote learning adds to the teaching environment and to ensure that working practices are manageable and allow for an acceptable work life balance;
- Promote on-line safety to everyone in the school community;
- Sets out expectations for the conduct of all members of the school community during periods of remote learning.

2. Roles and responsibilities

2.1 All staff have a responsibility to:

Continue to follow all policies and practices relating to on-line safety and Child Protection and maintain the school's culture of safeguarding at all times.

Adhere to the Staff Code of Conduct and all related policies (e.g. Staff Bullying & Harassment Policy) at all times.

Act as an ambassador for the school at all times. Maintaining professional standards of dress, language and conduct in all communication whether face to face, in writing or verbally via the telephone.

Let the class teacher know if a parent contacts the school to explain that their child will not be accessing remote learning due to illness or any other circumstance.

Inform SLT if the workload is unmanageable. SLT can help if they are aware of the situation.

2.2 Teachers have a responsibility for:

Setting work for their own classes. The DfE stipulates the following:

Key stage 1 – 3 hours a day, on average across the cohort, with less for younger children (Nursery & Reception)

Key stage 2 – 4 hours a day.

2.3 Remote Learning materials and resources

We recognise that children learn in many different ways and that approaches need to be varied from time to time in order that children do not become bored and disengaged. Therefore, our teachers are encouraged to use their own professional judgement to decide how to present learning. Various options used at our school include:

- White Rose Maths, Time Tables Rockstars, Oxford Owl electronic reading scheme, Letter Join, NCCE – National Centre for Computer Education, BBC Bitesize.
- Pre-recorded lessons (using Google Meet)
- Live teaching via Google Meet

Teachers will ensure that work is differentiated as appropriate to meet the needs of all the children in the class and specific work will be set where appropriate.

Teachers will be available to children and their parents between the normal school hours of 8.30 to 3.15 with the exception of those times when they are working in class. While teachers are not

expected to be available to parents outside of the normal school hours (8.30 to 15.30) they are still expected to work on no-contact aspects of their jobs outside of school hours, as they would during any other time.

Support for parents

Teachers will work with parents to encourage them to support their children with remote learning. The school will not put pressure on parents or children to complete remote learning. There will be no sanctions for children who do not complete the work. The school will remember that families experience a wide range of challenges during periods of remote learning.

SENCo

The school's SENCo will coordinate provision for children who are involved with 1:1 or small group teaching, including training for those delivering the provision.

Keep in regular contact with SEND children who are not in school via email, telephone calls or TEAM meetings. Monitor the work provided for these children to ensure that it meets their requirements.

SENCo & DSL's

The SENCo or a DSL will make phone calls to parents of children who have not been seen in a Google Meeting for 2 consecutive days. This will be a welfare call to check that everything is okay with the family and to establish if any support is needed. The SENCo or DSL will take the necessary action that is required to support the family.

Headteacher and Deputy Headteacher are responsible for:

Monitoring remote learning across the school to ensure appropriate quantity, quality and progression across the curriculum.

Liaising with parents where queries or concerns relate to the contents of this policy rather than to specific pieces of learning.

Providing ongoing support and training to teachers and other members of staff through weekly staff meetings.

Monitoring staff workloads and ensuring that it is manageable and sustainable as far as is possible within Government Guidance 8 Remote Learning Policy January 2021.

Monitoring staff absence and organise cover for remote learning where staff members are unable to work due to illness.

Monitoring engagement with remote learning and ensuring that practice is reviewed and updated if levels of engagement fall.

Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for:

Fulfilling all responsibilities required by: Covid -19 Contingency Planning Safeguarding Emergency Guidance: Updated January 2021.

Providing regular On-Line Safety updates for parents and children.

Responding to any issues around on-line safety in line with the school's Child Protection Policy and Keeping Children Safe in Education, 2020 (Annex C, p102).

The Governing Body

The governing body is responsible for:

Monitoring the school's approach to providing remote learning to ensure that the school maintains its high quality educational provision.

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

Children

We expect children to follow our school values, and behave pro-socially at home as they would at school.

During Google Meets, all children must have their cameras on so that we know we are talking to who we think we're talking to. If children don't feel comfortable with their camera on all the time, they can turn it off once we have verified their identity. Children may be asked to turn their camera on by the class teacher at any time, but this will be undertaken in a mindful way.

Children must be polite and respectful on Google Meet and Google Classroom Streams. If they are not, the consequence will be that they are not allowed to comment until they have proved that they can do so sensibly during 1:1 dialogue with an adult.

Any anti-social behaviour will be dealt with in line with our school Behaviour Policy. If staff are unsure how to apply it to any given situation, they should contact the school for advice.

Parents /carers

We ask parents and carers to respect staff members' rights to a home life and do their very best to contact us only during school hours. If the contact is urgent, for example a positive Covid-19 test result or a Child Protection issue, parents should contact us immediately and not wait until the following school day.

Our Visitor Code of Conduct continues to apply online as it would in person. All parents and carers should abide by this and treat all members of the school community with respect at all times.

We would like parents to contact us if their child is having any problems with remote learning. This will enable us offer appropriate help and support.

3. Remote education provision: information for parents

This information is intended to provide clarity and transparency to the whole school community about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see section 13.

4. Remote education: what is taught to pupils at home

The first day or two of being educated remotely might look different from our standard approach, this is to enable the school to take all necessary actions to prepare for a longer period of remote teaching. Remote education requires setup and unless it is a provision that is maintained, preparation will always be required. As a school we will continue to ensure that we integrate our remote learning to our everyday practice, so a full remote education can be provided at short notice.

Where possible we will always aim to offer the same broad and balanced curriculum we offer in school, but we appreciate that some elements of our curriculum will require dedicated equipment.

Where possible we will aim to have this equipment delivered, but there may be times when we will have to change what we offer.

5. What should my child expect from immediate education in the first day or two of pupils being sent home?

School has worked hard to establish an online presence for its remote education, and this has only been possible through the dedication of our teaching staff and the support and perseverance of our families. We know that remote education creates challenges for everyone involved, but we aim to overcome these by working in partnership. Where an element of remote education does not work, we will work in partnership to adapt or change our approach.

At school we use two cloud-based systems to provide remote education (Tapestry & Seesaw). These two online systems are supported using Google Meet and the Google Drive.

 <p>EYFS (Nursery & Reception)</p>	 <p>Main School (Year 1 to Year 6)</p>
 <p>Google Meet</p> <p>Used to provide:</p> <ul style="list-style-type: none">• Live registration• Live lessons• Subject surgeries	
 <p>Google Drive</p> <p>Used to provide:</p> <ul style="list-style-type: none">• A cloud-based storage solution that allows access to saved files and to upload and edit files collaboratively	

As soon as school moves to remote education, work and activities will be provided immediately on our cloud-based learning platforms. This work will enable children and families to start to build a routine of learning at home. These first few days will allow teachers to adapt their planned teaching so that it is suitable for a blended approach to online learning.

Now that a system has been established, this process should be smooth, but as we all learn together in very challenging circumstances, we will continue to make adaptations so that the quality of blended learning continues to improve.

6. Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Our school curriculum is guided by the national curriculum and is constantly being adapted and refined based on the needs of the children. We work hard to ensure that our curriculum remains relevant and so as school moves to a blended approach of learning, we will also endeavour to keep the core fundamentals the same. We do not want remote learning to be a reason why the children stop learning, but we understand that it poses many families difficulties.

Equally there are some subjects that are difficult to deliver remotely. These include subjects such as Art, Design & Technology, Music, and some practical elements of Science. This does not mean that the school will not teach or offer these subjects, they just require a little more planning and in some cases resources, which families will need time to get together or equally school will need time to source and then distribute.

Each day you will be given a daily overview, which details the teaching and learning that will take place. Within this daily overview, you will find a breakdown of what work is expected, links to Google Meets for live registration, live lessons, and subject surgeries.

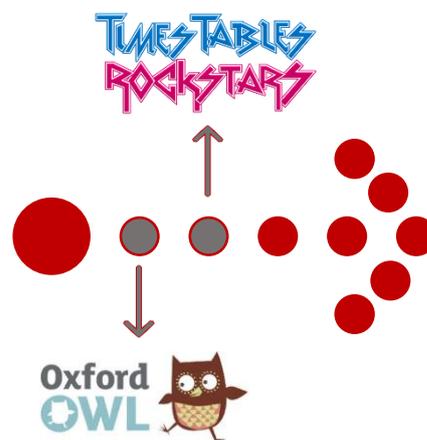
Core live subjects



Core guided subjects



Foundation guided subjects



English	Phonics	Reading	SPAG*	Maths	Science	Computing	PE
History	Geography	DT**	Art	Music	Support materials		

*Spelling, grammar and punctuation **Design and technology

Live Lessons	<p>A live lesson is classified as a lesson that is delivered in real time 'live'. This could include the whole class remotely using Google Meet or a hybrid lesson where some children remotely access the lesson via Google Meet and some children access the lesson in the classroom at the same time.</p> <p>We are passionate that all children should receive the same benefits of being taught by a qualified class teacher. The hybrid live lesson allows this to happen, but provides some difficulties managing a class in two locations. Where this happens, we will try our best to support the class teacher with a teaching assistant.</p> <p>Teaching assistants are used to provide live lessons for phonics, interventions for those children that need extra support and they also support the class teacher and children within the class.</p>
Guided Lessons	<p>A guided lesson can consist of several different delivery approaches. The class teacher may use:</p> <ul style="list-style-type: none"> • Pre-recorded video – this is where the teacher delivers the lesson via a pre-recorded lesson. This approach allows children and family members who support a chance to undertake the lesson at a time that suits them. Within the pre-recorded lesson the teacher will encourage you to pause and consider questions and will also direct you to the appropriate resources found on the online learning platform. • Sound Recording – This is where the teacher provides instructions via a voice recording. • Written Instructions – This is where the teacher will provide teaching in writing, and details what needs to be undertaken.

	<ul style="list-style-type: none"> • Self-Directed Learning – This is where the class teacher will use a mixture of teaching methods together. It may include pre-recorded videos, sound recording and written instructions and then direct the pupil to undertake a project or further work. This kind of teaching approach will be presented in the form of a traditional presentation (PowerPoint or Google Slide) or a choice board (multimedia presentation that allows the pupil to free flow their learning). • Subject Surgery – This is where the teacher has provided the teaching and lesson materials in any of the approaches above. The subject surgery is then an opportunity for the pupil to have a live session with their class teacher to ask questions or to clear up any misunderstanding or misconception they may have.
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7. Remote teaching and study time each day

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Age Range	Number of Hours	Session 1	Session 2	Session 3	Session 4
Nursery		Registration & Phonics		Registration & Story	
Reception		Registration & Phonics		Registration & English / Maths	
Year 1	3 hours	09:30 Registration & Phonics	11:00 English	13:00 Registration & Maths	14:00 Core / Foundation Subject – Guided Subject Surgery
Year 2	3 hours	09:30 Registration & Phonics	11:00 English	13:00 Registration & Maths	14:00 Core / Foundation Subject – Guided Subject Surgery
Year 3	4 hours	10:00 Registration & Maths	11:30 Maths	13:30 Registration / General Surgery	14:15 Core / Foundation Subject – Guided Subject Surgery
Year 4	4 hours	10:00 Registration & Maths	11:30 Maths	13:30 Registration / General Surgery	14:15 Core / Foundation Subject – Guided Subject Surgery
Year 5	4 hours	10:00 Registration & Maths	11:30 Maths	13:30 Registration / General Surgery	14:15 Core / Foundation Subject – Guided Subject Surgery

Year 6	4 hours	09:00 (booster) 10:00 Registration & Maths	11:30 Maths	13:30 Registration / General Surgery	14:15 Core / Foundation Subject – Guided Subject Surgery
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8. If my child does not have digital or on-line access at home, how will the school support them to access remote education?

We recognise that some pupils may not have suitable on-line access at home. We take the following approaches to support those pupils to access remote education:

- If pupils do not have access to devices, please contact the school office and a laptop or Chromebook will be loaned to the family. The parent / carer will be required to complete an IT device loan form.
- If a pupil does not have an internet connection (for example, routers or dongles) please contact the school office and where applicable, we will endeavour to help provide parents or carers with a prepaid 4G dongle or SIM card.
- Pupils can access any printed materials needed if they do not have access to a printer at home by contacting the school office. These printed materials will be sent out via royal mail post or can be collected from the school office.
- Pupils can submit work to their teachers, if they do not have online access, by returning the completed printed worksheets via the post or by handing them into the school office.

9. How will my child be taught remotely?

- We use a combination of the following approaches to teach pupils remotely:
- live teaching, or guided lessons through Google Meet.
- recorded teaching only in specific cases Eg. If a class teacher is ill then pre prepared video lessons will be used. In addition, a daily "check in - registration" via Google Meet.
- printed paper packs produced by teachers
- textbooks and reading books pupils have at home accessed through Oxford Owl electronic reading scheme and letters and sounds phonics.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. White Rose Maths, Time Tables Rockstars, Oxford Owl electronic reading scheme and Letters & Sounds phonics, Letter Join, NCCE – National Centre for Computer Education, BBC Bitesize).

10. Engagement and feedback

All feedback and communication will be through tapestry for Nursery & Reception children and through Seesaw for Year 1 to Year 6. Parents should, if possible, provide support where needed, however each family situation is unique and we understand that support may not always be possible.

Teachers will provide:

- Positive comments related to the task the children have completed.
- Open ended questions that develop children's understanding or help support deepening learning.
- Where obvious mistakes are made highlight and correct with a model if necessary.

- If a child has not completed a piece of work to a high enough standard, the child will be asked to redo the work.

11. Assessing the children's work and progress

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Class teachers will check pupils' engagement with remote education daily by taking a register during online live teaching and monitoring pupils uploaded work.
- Office staff will check in with parents if children are not seen in their on-line lessons.
- Class teachers will phone parents/ carers if engagement falls below expected requirements. The methods we will use to assess and feedback on pupils' work will be through the work sent through to Tapestry or Seesaw, questioning in online lesson's, and informal quizzing.

12. Additional support for children with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- We will work with families to deliver remote education for pupils with SEND through each class teacher providing differentiated resources so all children are able to access the lessons.
- SENCo will be in keep in touch with families and children with EHCP plans and provide more individualised support where needed.

13. Remote education for children who are self-isolating

If a child is self-isolating they will receive weekly plans and resources via Tapestry or Seesaw. Children will be given the opportunity to remotely watch the lesson via Google Meet. The class teacher will go through any questions and feedback on the work set.