



Remote Education Policy for Thames View Junior School

September: 2020

Reviewed Jan 2021

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1. Statement of School Philosophy

Thames View Junior 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 members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, 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 TVJ*) 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 child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for KS2 (*for example, Teams/TTRS/Bug Club/ Study ladder/YUMU/Spelling Frame*), as well as for staff CPD and parents sessions.
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Bug Club, Times Table Rock Stars & YUMU

5. Home and School Partnership

Thames View Junior School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Thames View Junior School will provide a refresher online training session and induction for parents on how to use Teams as appropriate and where possible, provide personalised resources.

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

Sample remote timetable:

	9:00	9:05-10:05	10:05-11:05	11:05-11:20	11:20 to 12:20	12:20-1:05	1:05	1:05-2:05	2:05-2:15
Mon	Registration	Writing	Maths	B	Reading	L	Registration	Foundation Subject	DEAR Time
Tues	Registration	Writing	Maths	R	Reading	U	Registration	Foundation Subject	DEAR Time
Wed	Registration	Writing	Maths	E	Reading	N	Registration	Foundation Subject	DEAR Time
Thurs	Registration	Writing	Maths	A	Reading	C	Registration	Foundation Subject	DEAR Time
Fri	Registration	Writing	Maths	K	Reading	H	Registration	Foundation Subject	DEAR Time

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.

Parents can call a dedicated number and choose Thames View Junior School. They will then be connected to the next available technician. The system will then connect to an available technician for support.

call **0203 909 2337** for support from **8:30-16:30 Monday to Friday**

All calls to this system will be recorded.

Technical issues can also be reported at a dedicated portal: **homesupport.school**

By typing **homesupport.school** into your web browser you will be presented with the screen below.

In line with Thames View Junior School's 'digital charter' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

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

6. Suggested structure of lessons:

- Blended learning allows for the children and teacher to benefit from both ways of teaching.

This could include:

- Providing the children with a prerecorded lesson – giving them time to watch this (25 mins to allow them to pause etc)
- They then get on with their task
- After 5-10 mins of task time teacher schedules a drop in slot of 10 mins to answer and key questions and model where required.
- The children are then given additional time to carry on completing task independently.

- ❑ Drop in at the end to go through answers etc for lessons like maths so self-assessment can take place.

7. Roles and responsibilities

Teachers

To note: the suggested 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. Please see appendixes for further information.

Thames View Junior School will provide a refresher training session and induction for new staff on how to use Teams.

When providing remote learning, teachers must be available between 8:30 am & 3 pm

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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups in Year 6
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Weekly/daily work will be shared via Teams.
 - Teachers will be setting work on *Microsoft Teams*

Providing feedback on work:

- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments as per feedback policy.
- All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week as per feedback policy.
- See appendixes for examples of feedback during remote learning.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s the engagement strategy should be followed and parents should be contacted via phone/ParentMail to access whether school intervention can assist engagement.
 - Conduct welfare checks as required.
 - All parent/carer emails should come through the school admin account (info65.301@bdcs.org.uk)
 - Emails for class teachers should come through the central year group email addresses:
 - y3tvj.301@bdcs.org.uk
 - y4tvj.301@bdcs.org.uk
 - y5tvj.301@bdcs.org.uk
 - y6tvj.301@bdcs.org.uk
 - 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

Cover Supervisors

Teaching assistants must be available between 8:15am – 4:15pm.

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 assistant must complete tasks as directed by a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as 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 DSL & DDSL are responsible for the monitoring of the virtual worry box.

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
- Assisting pupils and parents with accessing the internet or devices

The SENCO

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

The SBM

- 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.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Ensure that their child complete remote learning in a public room.

Governing Board

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

8. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct

9. Appendixes

Responsibilities for home learning would be reduced when it is fewer children isolating and the majority of the class are in school.

Remote learning for individual children isolating.

All remote learning will be conducted through the use of Microsoft teams. It will only be sent to those children isolating.

Each week children will be provided with:

- Timetable for their learning each day – Detailing the learning objectives.
- PowerPoints with pre-recorded lessons to support their lessons.
- Work set to be completed on Teams/Printed and completed by hand.

Remote learning for entire bubbles isolating

All remote learning will be conducted through the use of Microsoft teams.

Each week children will be provided with:

- Timetable for their learning each day – Detailing the learning objectives.
- PowerPoints with pre-recorded lessons to support their lessons.
- Work set to be completed on Teams/Printed and completed by hand.

Remote Learning Feedback

The screenshot shows a Microsoft Word document with the following content:

- Learning Objective:** To research information for a non-chronological report
- Success Criteria:**
 - Write the title as a question
 - Write a subheading for each paragraph
 - Write 4 paragraphs using the upside traffic light structure
 - Use fronted adverbials of place successfully

Annotations and callouts:

- When they have achieved everything just highlight the LO green.** (Points to the Learning Objective)
- Only highlight the things in the SC that they have not met** (Points to the Success Criteria)
- In-depth marking - Use the feedback box to the right to give a star & next step. (Once per week)** (Points to the feedback box in the Word interface)
- Non-Rubric subjects: Highlight learning objective** (Points to the Learning Objective)

Additional text in the screenshot:

- Monday 6th June 2021
- LO: To be able to count to ten in Spanish

Remote Learning Feedback - Maths

Self assessment for all lessons!

- In assignments just attach the PDF from white rose.
- The children do not need to upload their answers for you to mark.
- After 20 mins of independent working time upload the answer sheet onto the posts.
- Live drop in to address any common misconceptions for the children no more than 10 mins.

They do not need to upload anything for maths. Self assessment is used as a tool for immediate feedback for their learning.

End the week on Friday with a consolidation quiz using the quiz option on teams. This is your whole class feedback from the week and allows you to look at the planning the following week and change things up if you need to!

CPD Monday 11th will include how to set a quiz on teams.