



School Document

**Remote Education Plan**

## **Introduction and Intent**

At Pinner Park Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many.

We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This plan aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## **Expectations**

Teachers will provide daily resources to support the learning that may be undertaken from the home environment. Links will be provided so that parents and children can find the resources for each lesson.

The expectation of lessons will be:

- Continuous Provision (see below)
- Daily maths lesson
- Daily English lesson
- Daily phonics lesson (Reception and Year 1)
- In addition to mathematics and English, each day there will be a lesson for at least one of the other subjects taught in school (Science, Religious Education, Art and Design, Computing and IT, Design and Technology, Languages, Geography, History, Music and Physical Education)

For EYFS and Year 1, these expectations will be met flexibly, in order that remote learning can reflect the style of learning in school.

## **Content Guidance**

### Continuous Provision

The school will expect the following daily activities to continue for any child who is required to be at home (as an individual or as part of a bubble)

- Daily Reading – using books brought home from school, books from home, and from online resources such as ‘Oxford Owl’ (each child will be given access to the Oxford Owl book collection)
- Continued use of Numbots and/or Times Tables Rockstars (each child has a user account)
- Use of Mathletics (Years 3 – 6)
- In the case of the entire class bubble being required to self-isolate, engagement with the teacher and class ‘community’ through DB Primary and/or Microsoft Teams

### Content for Maths

The White Rose Maths scheme is followed across school and White Rose Maths videos and resources that link to the same sequence of lessons being used in school will be made available. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so the home learning videos and resources can be used.

### Content for Phonics (Reception and Year 1 – and Year 2 during Autumn Term)

A daily phonics activity will be provided which matches the sequence of learning in school. This will take one or more of the following forms:

- A ‘live’ input from a member of school staff through Microsoft Teams (only an option in the event of an entire bubble isolation)
- A link to the relevant [‘Letters and Sounds’ video lessons](#)
- Links to online activities and games

## Content for English

For children self-isolating as an individual, resources will be made available to parents and children through DB Primary and/or Microsoft Teams.

In the event of the closure of an entire bubble, one of the following will take place as an addition to the shared resources:

- A recorded video will be available for children to watch as an introduction to the learning (this may take the form of a teacher explaining the learning, or a 'voiced-over' presentation)
- A 'live' input through Microsoft Teams

## Content for Other Subjects

As well as English and maths, there will be at least one other lesson provided for another subject each day. This will follow the same schemes that are being followed in school.

The school curriculum will be mapped against the [Oak National Academy](#) curriculum and videos and resources from the Oak units will be used where these are available. Where they are not available, teachers will ensure that the learning objectives and learning tasks are clear for the children and parents.

## **Contact with School Staff**

### Individual students self-isolating

Where individual children are required to self-isolate, a member of staff will make contact by phone on the first day of absence. During the phone call the following areas will be discussed:

- Check in with the child and parent to confirm the context of the self-isolation and ensure that school procedures and Government guidance are followed
- Check that child and parent are able to access the remote learning resources and explain the expectations
- To identify any barriers to learning (access to online resources, equipment etc)

### Closure of a bubble

In the event of the closure of a complete bubble or bubbles, an online work pack will be provided for day 1. This will be a generic set of resources, appropriate to the age and stage of the children. From day two, at least one whole-class, live session will be hosted on Microsoft Teams. The purpose of these will be for the class to all be in contact together as a class, for the teacher to summarise the learning for the day and for children to share work that they have done. Timings for the sessions for each class will be staggered to support families with access to only one device. If any child is unable to access the whole class Teams session, we will endeavour to contact them by telephone.

## **Access to Technology at Home**

A survey will be carried out to find out about access to technology across school. This will help inform school as to children that may need provision altering to suit their access to technology or to look at which children may be eligible for new technology that is made available by the Department for Education.

## **Communicating plans to parents including 'how to' guides of using different technology**

Information will be available on the school website containing information about each of the different online learning platforms that we use to ensure that parents are able to support their child to access each site.

## **Logins to Online Learning Platforms**

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. The login details will be stuck into children's reading records.

Login details that will be included are:

- DB Primary
- Microsoft Teams (this will be a phased introduction)
- Mathletics (KS2)
- Numbots (FS and KS1)
- Times Tables Rockstars (Year 2 upwards)

## **Printed Resources**

We will provide all children with exercise books to complete work in at home. We will provide workbooks and/or printed lesson plans and worksheets, appropriate to the age of the child, for any parents who do not have access to online resources. Where possible, this will link directly to the daily lessons but may also include some more general resources (such as CGP books).

## **Sharing Resources and Communication**

### DB Primary

Initially, DB Primary will be our principal method of communicating daily learning and sharing links and resources. Each year group will have a 'remote learning' community which will have daily folders for sharing work. This will provide a mix of resources:

- Assignments which are set on DB Primary and can be completed and submitted online
- Links to videos and online activities outside of DB Primary (for example, to the White Rose Maths videos)
- Downloadable materials to use offline

### Microsoft Teams

We are starting to make more use of Microsoft Teams and this will be introduced, in a phased approach, to children. It is anticipated that Microsoft Teams will increasingly be used for the setting of assignments, communications and feedback.

### Year Group Emails

Each year group has an email address which can be used by parents. When a class are in school, these emails will be checked at least weekly. If an entire bubble or bubbles are at home and learning remotely, these will be checked daily.

## **Staff CPD**

It is essential that all staff are confident in all aspects of this Remote Education Plan. Therefore, we will continue to support all staff to develop the skills needed to deliver the plan. This will include:

- Use of online portals such as DB Primary and Microsoft Teams
- Creating and uploading teaching videos, online content, downloadable material and links
- Hosting 'live' sessions through Microsoft Teams

Ongoing support will be made available to all staff members.

## **Monitoring Engagement with Remote Education**

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we will ask parents to make contact with us if there are circumstances which create a barrier to learning. We can then work together to find a means of providing remote education that works for that family's circumstances.

## **Roles and Responsibilities**

### General duties for all school staff

- To comply with all relevant school policies
- To report any safeguarding concerns immediately (directly to a DSL or through CPOMS)
- To seek advice from line manager if there are any concerns
- To use school phones wherever possible for making contact with parents and carers. If using a personal device, the caller ID should be withheld

### Teachers

#### Whole Class Bubble Isolation:

- To ensure that a set of 'first day' resources are always available
- Ensuring that all videos, links and downloadable materials for the day's learning are available through DB Primary / Microsoft Teams
- Daily contact through a 'live' session on Microsoft Teams, from day two
- To be available for contact with other school staff between 8.45am and 3.15pm
- To respond quickly to parent emails sent to the year group email address – teachers should not respond to emails before 8am or after 6pm, or at weekends (urgent matters at these times should be referred to the central admin and SLT teams)
- Year group Leaders will email weekly overview of the online learning timetable to attached SLT link.
- To support the Teachers will contact every child by telephone once a week.
- To ensure that telephone contact is made at least weekly for any children who are unable to access the daily 'Teams' meetings
- To make a record of all contact made with pupils and children

- To provide regular feedback on work submitted. This may be in the form of individual feedback (written or verbal), whole class feedback, supported self-marking, or 'quizzes' to check children's understanding.
- To liaise with the central teams (admin and SLT) to enable alternative provision for children with no access to online learning

#### Individual Child Self-Isolation:

- Ensuring that all videos, links and downloadable materials for the day's learning are available through DB Primary / Microsoft Teams
- To respond at least weekly to parent emails sent to the year group email address (more urgent emails will be sent to the office email address)
- To make telephone contact on a weekly basis if the period of self-isolation extends for more than 5 days
- To provide at least weekly feedback on work submitted (this may take a variety of forms as indicated above)
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#### Teaching Assistants:

##### Teaching Assistants will:

- Liaise with class teachers in order to be fully informed of the week's planning, resources and expectations
- Participate in Microsoft Teams 'Live' sessions alongside teachers
- Support the creation of resources for the groups of children they would normally work with, including adapting the learning materials for children with SEND
- Send the resources to the teachers in time for them to be uploaded on DB Primary.
- Under the direction of the class teacher, contact groups of children they normally support in class to ensure that they are accessing the work and to offer help and guidance where necessary.

#### Year Team Leaders:

##### Year Team Leaders will:

- Co-ordinate the year team's work to ensure that all the responsibilities for teachers and TAs are fulfilled
- Provide support to year team colleagues
- Liaise with Phase Leader to overcome any barriers to the delivery of remote learning, including any requirements for training and support



## Senior Leaders:

Senior Leaders will:

- Co-ordinate the year team's work to ensure that all the responsibilities for teachers and TAs are fulfilled
- Provide support to year leaders and others
- Liaise with year leaders to overcome any barriers to the delivery of remote learning, including any requirements for training and support
- Monitor the effectiveness of remote learning across the school
- Monitor all aspects of the safety and security of school systems including GDPR compliance, online safety, and safeguarding
- Support teachers to adapt the learning programme for children with Special Educational Needs

## Central Admin Team:

Members of the school's admin team will:

- Respond quickly to parental communications, and direct queries to the appropriate member of staff
- Follow up any attendance concerns quickly, and in line with the school's attendance policy – this may include following up children who are not engaging in remote learning

## Pupils and parents

Staff can expect pupils to:

- Read and agree to the remote learning guidelines
- Alert teachers if they are concerned about any aspect of their safety or well-being
- Access the work set by teachers and work through the daily tasks set
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Read and agree to the remote learning guidelines, and ensure that their children have read and understood them
- Seek help from the school if they need it
- Support children to access the online learning materials and to participate in live sessions
- To inform the school if there are any barriers to accessing the online learning so that the school can provide support
- Continue to follow the Government's guidance for self-isolation and to inform the school promptly if their child is unwell

### Governing board

The governing body 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 systems are appropriately secure, for both data protection and safeguarding reasons

### **Data protection**

All staff are required to comply with the school's GDPR policies. All the policies are available on the 'Teachers Only' shared drive at the following server locations: Teachers Only\New Teachers Only\School Management\Policies\GDPR.

The following policies are particularly relevant to this plan:

- Acceptable use policy and agreement
- Bring your own device policy
- Home working policy

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected using strong passwords (strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters)
- Making sure the device locks if left inactive for a period of time
- Not sharing a school device with anyone who is not a member of staff
- Reporting any concerns about software updates, user accounts or anti-virus protection to the school office manager immediately

## **Safeguarding**

The school has an addendum to its safeguarding policy which covers aspects which are unique to the school's response to Covid-19, including remote teaching and learning.

## Appendix 1 – Government Guidance for Remote Education

These excerpts are taken from the DfE's [Guidance for full opening: schools](#)

Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education.

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### Remote education

Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
- Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

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Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
- When teaching pupils remotely, we expect schools to:
  - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
  - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
  - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
  - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
  - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
  - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.