



Crowlees J&I School

Remote Education Provision

July 2020

CROWLEES CE (C) J&I SCHOOL

OUR MISSION

Our school is a place where happy memories are made. Each child is safe, cared for and learns to care for others; is valued for being themselves; is supported in learning to make the right decisions and challenged to be the best they can be. This vision is underpinned by our shared 'Crowlees Christian Values'

OUR BIBLICAL INSPIRATION

PHILIPPIANS CHAPTER 4 VERSE 8

Continue to think about things that are good and worthy of praise. Think about the things that are true and honourable and right and pure and respected.

And do what you learned and received from me. Do what I told you and what you saw me do. And the God who gives peace be with you.

OUR VALUES

OUR CURRICULUM

WE ARE APPRECIATIVE

WE ARE RESILIENT

WE ARE EQUIPPED

WE ARE CROWLEES!

C = Compassion	L = Learning
R = Respect	E = Enjoyment
O = Outstanding	E = Equality
W = Working together	S = Safety

The Crowlees Code of Conduct

STOP, THINK, DO THE RIGHT THING.

Are you showing...
Respect
Responsibility

OUR CODE OF CONDUCT



CROWLEES CE (C) J&I SCHOOL

REMOTE EDUCATION PROVISION AGREEMENTS

Government guidance now states:

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 and/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 and/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.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

REMOTE EDUCATION PLAN

Rationale

During a localised lockdown/school/class closure, children will be educated at home. Online education will follow the same principles set out in the school's behaviour, learning and curriculum policies.

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and children, so it's important that schools understand how to approach safeguarding procedures online.

Please note that if the class teacher is unwell, live lessons will not take place. Learning resources will continue to be provided.

Aims

- To ensure consistency in the approach to remote learning for children who are not in school.
- To set out expectations for all members of the school community with regards to remote learning.
- To provide appropriate guidelines for data protection.

Implementation

Expectations – a child can expect to receive:

- Registration in the morning – introduction to the day and time to catch up, say hello!
- A least 2 teaching sessions: one in the morning, one in the afternoon - teacher live zoom the teaching and explain tasks, children set off to do work (amount of time depending on activity). Children can respond in different ways, perhaps on Seesaw, perhaps by email perhaps just showing on screen.
- The activities will be sent to parents via Ping.
- Parents to email teacher any issues. Teacher can either respond individually or at the next live zoom.
- Feedback to some work.
- Ability to make use of online resources such as Oak National Academy, BBC Bitesize Daily etc. for afternoon lessons.
- Zoom lessons can be any length, this will depend on the content being taught or introduced.

If the household has more than one child accessing home learning and there are not sufficient devices, parents should:

- Ensure the class teacher knows (via email) that children who are not able to be online are present and ready to learn
- Have printed off, or picked up from school, the required resources beforehand for the child to use to continue their set learning tasks
- Ensure devices are shared equally between siblings so that each class teacher has some contact every week with each child.
- Inform the class teacher of any difficulties or concerns.
- Upload/email photos of required completed work for the class teacher to see when requested.

Class teachers should:

- Prepare a range of pdf resources, video clips etc. that support the learning and enable pupils to record their understanding for each lesson
- Provide paper copies for families who are unable to access and print resources

- Begin each day with class contact –daily briefing
- Teach at least 1 ‘live’ focus lesson (via Zoom) each day- variety of maths, English and topic
- Provide feedback for focus lesson returned via email or verbally –giving clear next steps
- EYFS and year 1 include phonics session/singing session.
- Teachers to use ‘Caller ID withheld’ if contacting parents by phone. Phone calls only to be made within ‘working’ hours.
- Speak to parents if a child isn’t completing work / is disruptive.
- Dress code – staff must be appropriately dressed and all members of the family in the house must be in daywear.

REGISTER 9:30am 10:00am	LESSON 1 10:00am - 11: 00am	BREAK	LESSON 2 11:30am -12:30pm	LUNCH 12:30pm- 1:30pm	LESSON 3 1:30pm-2:30pm	STORY TIME 2:45-3:00
Daily zoom briefing to discuss lesson for the day and answer any question/concerns	Teach lesson 1: live maths/English/topic lesson Give any feedback from yesterday’s work.		Teach lesson 2: live maths/English/ lesson Give any feedback from yesterday’s work.		Teach lesson 3: live topic lesson Give any feedback from yesterday’s work.	Class story time
Take register	Teacher use screen share to teach		Teacher use screen share to teach		Teacher use screen share to teach	

- Locations – only main living rooms to be used, avoid places with excessive noise or distraction. Bedrooms, bathrooms and small confined spaces must not be used.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 9.00 am and 3.25pm. Teachers are not expected to be online the whole time but contactable by email.

If they’re 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
- Providing feedback on work:
- Reviewing completed work via email/Zoom or See Saw.
- Keeping in touch with parents
- Emails from parents and children should be directed to the school office if it is not relating to the child’s remote learning.
- Attending virtual meetings with staff, parents and children
- If the class teacher is too unwell to work, there will be no zoom teaching, parents will continue to receive work to complete.

Teaching assistants

When assisting with remote learning, teaching assistants must be available to be contacted by their class teachers between their working hours.

If they’re 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 assisting with remote learning, teaching assistants are responsible for (at the class teacher’s/SENCO’s request):

- Supporting children who aren’t in school with learning remotely:
- SEND plans / discussion with teachers regarding which children and how.
- Attending virtual meetings with teachers, parents and children

- Hearing children read via zoom meetings

Dress code – staff must be appropriately dressed and all members of the family in the house must be in daywear.

Locations – only main living rooms to be used, avoid places with excessive noise or distraction. Bedrooms, bathrooms and small confined spaces must not be used.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

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

Designated safeguarding lead

The DSL is responsible for:

- Responding to any referrals from teachers regarding safeguarding.
- Working with the SLT to review any safeguarding issues / complaints / breaches of policy.

Children and parents

Staff can expect children learning remotely to:

- Be contactable during the school day – although it is not expected they will be in front of a device the entire time
- Complete work to the deadline set by teachers
- 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 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
- Let school know if they are struggling to access a device.

Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to year group partner; the relevant subject lead or phase leader
- Issues with behaviour – talk to the phase leader; RC or KW
- Issues with IT – talk to FW to pass on the Wes
- Issues with their own workload or wellbeing – talk to KW or RC
- Concerns about data protection – talk to SG

- Concerns about safeguarding – talk to the DSL: KW or RC

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use remote access CPOMS for personal data.
- Staff must only use school devices to access data.
- Use Integris to access school data
- Use school email address

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

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 – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

Safeguarding

Keeping Children Safe in Education 2020 (Sept 2020)

In order to protect your child, we will:

- Not allow any teacher to contact your child outside of any pre-arranged meetings using these online tools and if they do need to contact you they will do so following their normal contact procedures (i.e. emailing or telephone)
- All material will be age appropriate.
- Insist that all adults use appropriate language/ behaviour throughout the call.
- Ensure that all adults are in a communal living space throughout the call and will make sure that their camera is positioned carefully so as to be thoughtful to the position they are in and to what is behind them.
- Any teacher will let any members of their household know that the lessons are in progress and make sure that any family member will use appropriate language/behaviour throughout the call.
- Remove any participant where we deem their behaviour is not acceptable.

In order to make sure that your child stays safe online, we ask that you do the following:

- Explain to your child that they are not to share their screen or take screen shots at any point during the video conferencing.
- Explain to your child that they are on video and they are to act appropriately at all times.
- Access to the platform is only made through a pre-authorised account by the teacher.
- For EYFS/KS1 an appropriate adult, like a parent or carer will remain in the room during lessons

- For EYFS/KS1 please would you do a virtual 'drop off' with your child (parent present when you join your child to the meeting) so we know that they have an appropriate adult nearby if they need a hand. This will also give us a chance to talk with you if we need to.
- For KS2 please make sure there is an appropriate adult nearby so that they can ask for help if they need it.
- All children must take part in the meeting in a suitable communal environment (not a bedroom) and be appropriately & fully dressed in clothing that covers top and bottom half of the body as if they were attending school
- **Make the environment as conducive as possible to learning. (No TV/radio/loud talking, access to phones or pets in the room etc.)**
- All members of the household must be aware that the lessons are taking place and make sure they use appropriate language and behaviour when nearby or in the background.
- All members of the household must be fully dressed in appropriate clothing as if they were there in person.
- You will make sure your child has 'logged off' the call correctly and signed out before turning off any devices
- You explain to your child that they are on video and they are to act appropriately at all times.
- You will take ultimate responsibility for anything your child decides to share via the comments section or the screen share.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E- safety policy

Monitoring arrangements

This policy will be reviewed every 2 years.

Written: September 2020

To be Reviewed: December 2022 or sooner if evidence dictates.

Approved by Governors: 14th July 2020