

WOODLANDS PRIMARY SCHOOL



REMOTE EDUCATION POLICY

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1. SCHOOL PHILOSOPHY

Woodlands Primary School has always strived to be creative, innovative and supportive of our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this. This policy is a direct result of latest government guidance set out below.

In the updated (9.12.21) 'School Covid-19 Operational Guidance'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039583/2021206_Schools_guidance_Omicron_review_-_FINAL.pdf it states, that:

Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.

You should maintain your capacity to deliver high-quality remote education across this academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.

Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded pupils in their schools. However, they are still expected to meet the Independent School Standards in full at all times.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school. You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.

2. REMOTE EDUCATION EXPECTATIONS AND DUTIES

In the Gov.uk 'Get Help with Remote Education' (updated 13.07.21) guidance <https://get-help-with-remote-education.education.gov.uk/statutory-obligations> it states that:

Attendance is mandatory for all pupils of compulsory school age. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. This includes, for example, where such guidance means that a class, group or a small number of pupils need to self-isolate. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.

From September 2021, we continue to expect schools to provide remote education for pupils whose attendance would be contrary to government guidance or legislation around Covid-19. Schools should therefore maintain their capabilities to deliver high quality remote education for next academic year.

Where needed, the remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum you should provide:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided in lieu of school led video content.

In developing remote education, we expect you to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
- have a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at [get help with technology](#)
- overcome barriers to digital access for pupils by, for example:
 - distributing school-owned laptops accompanied by a user agreement or contract
 - securing appropriate internet connectivity solutions
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

When teaching pupils remotely we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

We expect you 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 continue to expect schools to publish information about their remote education provision on their websites and this should be kept up to date. An optional template is available to support schools in doing this.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We, therefore, do not expect that solely digital means will be used to teach these pupils remotely.

If pupils with special educational needs or disabilities (SEND) are not able to be in school their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

We recognise that some pupils with SEND may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

The requirement for schools within the [2014 Children and Families Act](#) to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.

3. AIMS

Woodlands Primary School is committed to providing a high quality experience to all of our pupils, and this will not change when we provide remote and/or a blended learning approach. The challenge is to ensure pupils are still able to access work at home due to self isolation or in the event of a partial or full school closure due to either national lockdowns or following CWaC Public Health advice and guidance. Our school's approach is to implement an online/blended learning provision that reflects the following key areas:

- Adherence to our GDPR policy
- Structure and content - a guide for teachers (not contained within this document)
- Structure and content - guide for parents
- Adherence to Safeguarding policy

Our aims during any kind of COVID-19 disruption are to:

1. provide an effective communication link between home and school so that pupils and parents can share information, work and ask questions when needed.
2. support all stakeholders during the pandemic and uphold our 'open-door' policy remotely, signposting resources and guidance to look after peoples' mental health and well-being.
3. provide high quality on-line blended learning using Google Classrooms (as the main portal), where pupils are set work by their class teacher planned from the National Curriculum.
4. provide alternative work for families not able to access on-line provision, or for whom access is limited (or non-existent).
5. encourage diversity whilst social distancing by offering advice and suggestions, for example daily exercise.
6. provide feedback, in a range of ways, on work completed through Google Classrooms.
7. 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.
8. provide clear expectations for all members of the school community with regards to delivery of high quality interactive remote learning.
9. support attendance.
10. safeguard all parties involved (this is in addition to, but alongside the school's Safeguarding Policy).

4. EXPECTATIONS & CONSIDERATIONS

This policy establishes the expectations for a remote and/or blended learning approach between a Woodlands Primary School pupil and their teacher. This may range from merely setting homework or

providing access to online resources, through video tutorials, to interactive video conferencing (perhaps as assembly or collective celebration). The availability of our online resources, together with the age of the children is largely going to determine our combined approach.

Whilst there are no expectations for us to do so, we may decide to use audio and video for real-time online sessions, and this policy sets out clearly our considerations to help safeguard staff and children should we implement this.

We have carefully considered whether we expect our pupils to be **passive or interactive, and where each is the most appropriate** = teacher posts activities and pupil posts responses. e.g. online tutorials via Google Classrooms, setting up work on Google Classrooms, podcasts/voice tutorials,

We have carefully considered whether we expect our sessions to be **interactive, live or synchronous, and where each is the most appropriate** = pupil and staff connected in the same service at the same time – i.e. live video and audio.

We have carefully considered the **age of your children**, in terms of the age requirements as set out in the latest government guidance (Schools Covid-19 Operational Guidance) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039583/2021206_Schools_guidance_Omicron_review_-_FINAL.pdf and of the service we are using, together with their ability to participate.

We know, from listening to the experience of others, that larger groups of children may be more challenging to manage during an interactive online class and so more passive or broadcast approaches may be more suitable for certain subjects and have therefore factored this in.

We have carefully considered the **terms of service of Google Classrooms**, together with privacy policies, and in particular checked whether there are any minimum age requirements.

We have carefully considered **Google Classroom online chat** feature, and how this can be moderated.

We have carefully considered what technology and internet connection speed will be required for everyone to participate (e.g. devices). Not all pupils will have access to technologies that will enable them to participate in online classes. We will therefore post work, and use phone calls with staff, where possible

We have carefully considered activities when planning – **online access within school has internet content filtering systems in place that are unlikely to be replicated in your home environment, so we must alert you to this.**

We have carefully considered the fact that we don't want staff and parents incurring surprising **costs**, e.g. mobile data access charges (video utilises significant amounts of data), so we must alert you to this.

We have carefully considered the **security of devices, in particular cameras and microphones**. We must alert you to this so that you can ensure you have checked the security of your camera and microphone.

We expect staff to only use school provided equipment.

Learning applies to lessons where pupils are not able to attend school and be taught face-to-face by teachers and alongside other students.

5. ATTENDANCE

It is imperative that in the same way we would ask you to contact school if your child is unable to attend, that you do the same in the event they will not be logging into online learning – please email the admin team or telephone and leave a voicemail with the reason your child will not be logging on. **We are expected to maintain attendance data and the same national rules will apply about fines.**

6. GDPR

Pupils will be asked not to share any personal contact information with teachers or other pupils (such as social media names or phone numbers). If there are any issues with pupils doing this, the teacher will remove the pupil from the online session and contact the parent/carer to discuss how to stay safe online.

There has been and never will be any advertising or tracking in any of the 'GSuite for Education' products including Google Classroom. Therefore children will not be subjected to advertising through the google classroom application. [NB There is a consumer version of Classroom for normal Consumer Google accounts so they may introduce advertising there, but will not in their Education domains or accounts.]

Google LLC (instead of Google Ireland Ltd) is the service provider for UK users. Therefore, Google data protection practices remain intact for UK users (under GDPR). Google in this context meets requirements of article 45 and 46 of GDPR to transfer and store data outside of the EU.

Google Cloud services are not impacted by any of the consumer changes. The [G Suite Data Processing Amendment](#) and [GCP Data Processing and Security Terms](#) haven't changed. You can read more about the privacy commitments and data protection practices for Google Cloud at [GDPR Resource Center](#).

7. STRUCTURE AND CONTENT – A GUIDE FOR PARENTS

Remote Planning of the Curriculum for pupils will be by adapting school's current engaging and challenging curriculum, but may need adjusting to make it accessible 'remotely'. Activities and lessons will be posted online to run concurrently alongside teaching in school for children to access remotely should they be isolating and are well enough to complete online learning. School acknowledges that not all work will be completed at home, as we do all need all to consider health and well-being and other family commitments, including, for example, that of a number of children in the home who may need access to devices in order to complete their work. Therefore, staff will prioritise work to ensure pupils have access to a range of work but especially basic skills.

For any child isolating, staff will encourage reading daily, via online and also hard copy text, and younger children will be persuaded to complete phonic lessons via RWI portals and the videos posted by our reading lead teacher. Where possible, we encourage pupils to work for chunks of time appropriate to age. There should be opportunities to take breaks and do other activities throughout the day that do not involve sitting at a computer screen.

Where possible, children should work in a quiet place in the house free from loud music and interruptions. When working at a screen it is best if they sit at a table if possible.

The daily structure of the lessons **may** look something like this as an example:

| Year Group | Suggested First Morning Task before a break | Suggested Second Morning Task after a break | Suggested Afternoon Task after lunch |
|-------------------------|--|--|---|
| Upper KS2 (Year 5/6) | Literacy: Reading x40 mins Writing x50 mins Spelling Shed x 20 mins | Maths: TT Rockstars x 20 mins White Rose video clip and work associated 50 mins. Google Classroom quiz 30 mins. | Foundation: Access lessons on Oak Academy portal relevant to the topic covered in Woodlands. Google Classroom writing activity that will have feedback emailed to parents. CoJo activity online. |

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|-------------------------|--|--|---|
| | | | Staff recorded 7 minute workout. |
| Lower KS2 (Year 3/4) | Literacy: Reading x30 mins Writing x30 mins Spelling Shed x 20 mins | Maths: TT Rockstars x 20 mins White Rose video clip and work associated 40 mins. Google Classroom quiz 20 mins. | Foundation: Access lessons on Oak Academy portal relevant to the topic covered in Woodlands. Google Classroom writing activity that will have feedback emailed to parents. CoJo activity online. Staff recorded 7 minute workout. |
| KS1 (Years 1 & 2) | Literacy: Phonics x20 mins Reading x20 mins Writing x20 mins Spelling Shed x 20 mins | Maths: TT Rockstars x 20 mins White Rose video clip and work associated 30 mins. Google Classroom quiz 20 mins. | Foundation: YouTube video clip about Topic and then Google Classroom writing activity that will have feedback emailed to parents. Work done may also be celebrated on the class Twitter page. Joe Wicks PE session |
| R | Literacy: Phonics x10 mins Reading – Share favourite stories Writing – linked to story of the week. For example draw a main character from the story. | Maths: Practical maths challenges linked to Number and/or Shape, Space and Measures. | Areas of Learning: A range of practical activities promoting: <ul style="list-style-type: none"> ● Communication and Language ● Physical development ● Personal, Social and Emotional development |

| | | | |
|---|---|--|---|
| | | | <ul style="list-style-type: none"> ● Understanding the World ● Expressive arts and Design |
| N | <p>Literacy:</p> <p>Reading – Share favourite stories</p> <p>Writing – linked to story of the week. For example draw a main character from the story.</p> | <p>Maths:</p> <p>Practical maths challenges linked to Number, Shape, Space and Measures.</p> | <p>Areas of Learning:</p> <p>A range of practical activities promoting:</p> <ul style="list-style-type: none"> ● Communication and Language ● Physical development ● Personal, Social and Emotional development ● Understanding the World ● Expressive arts and Design |

8. SAFEGUARDING

A parent/carer or responsible adult should be within earshot of the child during online lessons/sessions. Pupils will be told that if they have any concerns before, during, or after a lesson/session they should ask the parent/carer for help. This could include for example:

- Technical issues with the computer or internet connection.
- Practical issues, such as arranging the appropriate space to do their work, not being able to read a word, or find a button on the keyboard etc.
- Other issues, such as not being comfortable with what is happening in a lesson or wanting to rewind a video clip etc.
- Allowing additional time to set up the technology.

The parent/carer should be aware that the reporting of any safeguarding concerns is the same as under general school policy.

Online safeguarding follows the same reporting process as with face-to-face lessons. Any concerns can be addressed to Woodlands' Designated Safeguarding Leads (names and contact information are as per Woodlands Safeguarding Policy – found here

http://www.woodlands.cheshire.sch.uk/serve_file/2617888

Woodlands' teachers are expected to use a register to record which pupils have attended online lessons/accessed work set in the same way as with lessons in schools. This means school can follow up any safeguarding concerns they may have, ensure that children access any and all learning they are entitled, and expected, to attend, and any queries can be addressed.

9. HOW WILL LESSONS BE TAUGHT OR PROVISION BE MADE?

For us at Woodlands, lessons and teaching may or may not involve live typed chat, live video discussions, recorded 'voice over' power points, the use of video clips from YouTube, the use of media from other company websites that we already use (Read Write Inc, White Rose, Literacy Co., CoJos etc.), links to the

websites the Government recommend such as Oak Academy. Where appropriate, work will be submitted through google classroom, although it may also (depending on the task) be photographed and emailed in or Tweeted etc.

If children are well enough, they can access their online learning on Google classroom from the day that they are first absent.

10.REMOTE LEARNING IN THE EVENT OF YEAR GROUP SEGREGATION/CLOSURE OR local/NATIONAL LOCKDOWN

In the event of an entire class/year group segregating and then having to isolate at home, or if a local/national lockdown is enforced, school will still be open in some capacity for critical worker's children and vulnerable children.

In the first instance, therefore, the preference is that lessons will be created or taught, if appropriate, from school. Equally, lesson preparation and delivery may take place in an informal home environment, however, it is important that both teachers and pupils follow the same behaviour as they would in a school environment. This will help minimise any safeguarding risks, and thus advice to staff, parents and pupils includes:

- Having a parent or carer within earshot of the pupil taking part in the online session.
- Appropriate dress (e.g. not wearing pyjamas). Both staff and students should wear clothing that would normally be worn in public.
- Following the teacher's instructions.
- Asking the teacher before leaving the session (e.g. to go to the loo).
- Not taking phone calls, messaging others, or using devices that aren't requested by the teacher for learning.
- Not having other browsers or apps open during the online lesson to reduce the risk of inappropriate content being displayed.
- Taking great care to minimise inappropriate language [NB given the specific needs of some of our children, this cannot be 100% guaranteed from other pupils].

The location in which both pupils and teachers take part in the online sessions should be in an appropriate room (not in a bedroom for example), and within earshot of a parent or carer. This will ensure the student can raise any concerns, whether practical or related to safeguarding.

Whilst space in houses may be limited, and may be shared with others, we request that parents try to make sure that whatever space is available to use is neutral, safe, conducive to learning, doesn't reveal any personal information, and doesn't present a safeguarding risk.

If a session involves a live 'face to face', for example in Google Teams, in order to prevent inappropriate content being shown to others via the webcam, the background shown should ideally be neutral, and not create a risk of offensive or age-inappropriate content being displayed. For example, there shouldn't be a TV or screen switched on, or posters that may cause offence.

Teachers have received sufficient training to be able to lead by example and be aware of making the background visible in their online teaching both professional and neutral. Teaching space will reveal minimal details about the teacher's personal life. Care will be taken to remove anything that would not be appropriate in a face-to-face session, for example, personal items, laundry drying, or anything that may distract students.

Teachers should check with the student at the start of the session if they feel comfortable in the environment and that they can stop at any time.

Having the support of a parent/carer in setting up the lesson is often needed, particularly for younger children. And being within earshot is important for safety as well as for practical help. Parents are expected to be present at the start and finish of lessons wherever possible.

The level of involvement of the adult during the lesson will depend on the age of the pupil. Younger children may need a person in the room to help keep them focused and safe, particularly if it's a new activity. But too much parental involvement can also be distracting or cause shyness with older students. In general, it

is recommended that after the first few lessons, the parent/carer is within earshot but not “in the lesson”, particularly with older students wherever possible.

Teachers will not make any video recordings or screenshots of sessions, except in the event of any whole class/school Google Meet sessions. Students will also be instructed not to do this, and this will be stressed in the guidance for parents. In the event of a whole class/school Google Meet session taking place, these sessions will be recorded to safeguard those taking part but will be deleted after the session. The recording will only be kept if an issue arises during the session – this will be investigated by the SLT and upon completion of the investigation the recording will be deleted.

Although teachers don't have control of the student's devices, and so rely on trust, this will minimise the risk of images of children being made or distributed without parental consent.

Although having recordings of sessions available is useful if there are any safeguarding queries, the situation in normal face-to-face lessons is that video recordings of lessons are rarely available, and as parents/carers are asked to be within earshot of the online lessons, the risks associated with online lessons are no different than they would be in a school room with glass door or windows.

11. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Safeguarding Policy
- Behaviour For Learning policy
- Child Protection policy
- GDPR policy and privacy notices
- Acceptable Use Policy
- Code of Conduct and Home School Agreements