

LGCS Policy	Remote Education Policy					
Approved by	LAC	Issue Date	Sep20	Review Date	July 21	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

1. Statement of School Philosophy

Littleton Green Community 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 Littleton Green Community School) who is absent because they are awaiting test results and/or the household that they live in is required to self-isolate.

All children who are absent because their 'bubble' is not permitted to attend school due to a member of their bubble testing positive for Covid-19.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan may include:

- online tools for EYFS, KS1 and KS2 (For example: Class Dojo, Microsoft Teams, Oak Academy, BBC Bitesize etc.).
- use of recorded video (or Live Video if used) for instructional videos and assemblies
- phone calls home
- printed learning packs
- physical materials such as story books and writing tools

5. Home and School Partnership

Littleton Green Community 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.

Littleton Green Community School will provide a refresher training guidance on using ClassDojo and/or Teams as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Littleton Green Community School would recommend that each 'school day' maintains the same structure followed in school.

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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 swiftly and alternative solutions may be available. These will be discussed on case-to-case basis. The school’s ‘Acceptable Use Policy’, which includes e-safety rules, applies when children are working on computers at home.

6. Roles and Responsibilities

6a Teachers: When providing remote learning, teachers must be available for their usual school working hours.

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:

Planning, and delivering live lessons remotely

- One live Maths lesson daily via Microsoft Teams.
- One live English lesson daily via Microsoft Teams.
- One Topic lesson launched by the teacher via a pre-recording or live introduction,
- A daily session in which the children receive a story, review the day and have a chance to meet up with friends online.

For live lessons, a link must be sent via Dojo to parents allowing them to join. Class Dojo is also to be used to comment on pupils’ work. Live sessions are used to address any misconceptions.

In the event of staff illness and following approval from the Executive Principal and/or Head of School, live lessons may be cancelled. If staffing levels allow, children will continue to receive pre-recorded lessons and set tasks to complete.

Providing feedback on work

- Daily, class teachers will review submissions of work on portfolio and identify a common misconception which will be addressed at the beginning of the next live session in a D.I.R.T section before moving onto the next step of learning
- One piece of Writing and Maths must be marked in detail once a week
- Once a week, class teachers will complete a ‘Teacher Learning Check’ with all pupils remotely and in class. This may be face to face, phone call or a Teams link and are recorded on SIMs. The purpose of this check will be to provide feedback, celebrate successes and allow opportunities for children to express any issues or areas of weakness they would like help with
- AFL will take place during live sessions and class teachers may ask children to remain in the session after the input for guided work and feedback

Keeping in touch with pupils who aren’t in school and their parents

- Parents should be contacted via phone at least once a week.
- Any complaints or concerns shared by parents or pupils should be reported to the Executive Principal/ Head of School. For any safeguarding concerns, refer immediately to the DSL and log on My Concern

Note: See Appendix 1: Guidance on Delivering Live Lessons For Staff

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6b Learning Support Assistants

Learning Support Assistants must be available for their usual working hours.

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, Learning Support Assistants must complete tasks as directed by a member of the SLT.

When providing remote learning, LSAs are responsible for:

Planning, and delivering interventions

- Supporting children with EHCP or S&L targets through live learning sessions
- Weekly IEP sessions in line with normal school timetable
- Listening to readers at home via Microsoft Teams
- Recording the attendance of children attending intervention sessions

6c Phase Leaders

Alongside any teaching responsibilities, Phase Leaders are responsible for co-ordinating the remote learning approach across their Phase Inc. daily monitoring of engagement

6d Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- 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 parent (Assistant Principals/ Executive Principal)
- monitoring the security of remote learning systems, including data protection and safeguarding consideration (Executive Principal)
- direct the work of the Learning Support Assistants (Head of School)

6e 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.

6f 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

6g SENCO

The SENCO is responsible for:

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- 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 Executive Principal and/or Head of School and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- identifying the level of support

6h Bursar

The Bursar is responsible for:

- 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

6i Pupils and Parents

Staff can expect pupils learning remotely to:

- be punctual when joining virtual lessons
- complete work to the deadline set by teachers
- seek help if they need it, from teachers
- follow the school behaviour code
- show the PURPLE values in every session

Staff can expect parents supporting 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 by contacting the teacher after the lesson has been completed via dojo
- be respectful and use appropriate language when supporting a child during virtual learning
- ensure that their child is dressed appropriately in virtual lessons
- not share resources of videos created by the class teacher
- not record or take photos of sessions

6j Local Academy Council

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

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7. Links with other policies and development plans

This policy is linked to our:

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

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Appendix 1: Guidance on Delivering Live Lessons For Staff

Video Conferencing

- Live sessions will only be those specified on the remote learning action plan with some lessons delivered through pre-recorded presentations.
- Staff will record the attendance of any sessions delivered.
- Appropriate privacy and safety settings will be used to manage access and interactions. This includes:
 - The staff member will retain full control of the platform
 - Pupil videos and microphones will be disabled/muted
 - Pupils will not be permitted to share screens
 - Pupils will enter a waiting room/lobby' upon entry to the lesson, with the staff member granting permission for joining.
- When delivering live lessons, pre-agreed invitation/email (as relevant to system being used) detailing the session expectations will be sent to those invited to attend via teams/ dojo.
- Access links/meetings IDs should not be made public or shared by participants. Learners and/or parents/carers should not forward or share access links.
- Learners are encouraged to attend lessons in a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult.
- Alternative approaches and/or access will be provided to those who do not have access.
- Where a one to one intervention session takes place, staff must first seek permission from The Executive Principal and/ or Head of School. The session can then only proceed once permission has been granted from the parent on dojo for the session to take place and that they agree to remain in the room with their child for the entire duration of the intervention.

Behaviour expectations during Video Conferencing

- Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom. This include the chat room
- All participants are expected to behave in line with existing school/setting policies and expectations. This includes:
 - Appropriate language will be used by all attendees.
 - Staff will not take or record images for their own personal use.
 - Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.
- Staff will check that participants:
 - wear appropriate dress
 - ensure backgrounds of videos are neutral (blurred if possible)
 - ensure computers are in appropriate areas e.g. no bedrooms
 - ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds
 - have the option to switch the camera off if they do not want to be seen
- Educational resources will be used or shared in line with existing teaching and learning policies, taking licensing and copyright into account
- Staff will report any inappropriate behaviour to the Executive Principal and Head of School

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Appendix 2: Expectations for Planning and Delivery of Remote Learning

- One live Maths lesson delivered daily via Microsoft Teams. (30 minute input with 30 minute follow up task)
- One live English lesson daily via Microsoft Teams. (30 minute input with 30 minute follow up task)
- One Topic lesson launched by the teacher via a pre-recording or live introduction (KS2: 90mins, R and KS1: 1 hour)
- A daily session in which the children receive a story, review the day and have a chance to meet up with friends online. This will be completed in classrooms with the children attending school (30 minutes)

<u>Year Group</u>	<u>Location for delivery of Lesson</u>	<u>Live Lesson 1</u>	<u>Live Lesson 2</u>
Reception	Cedar	9:30	11:30
Year 1	Chestnut	8:30	10:00
Year 2	Chestnut	9:00	10:30
Year 3	Apple	9:30	11:00
Year 4	Lime	9:30	10:30
Year 5	Oak	9:00	10:00
Year 6	Oak	8:30	11:00

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Appendix 3: Suggested Online CPD

Using <https://thenationalcollege.co.uk/hub> staff can access the identified CPD below.

Title of CPD	Time
Relevant CPD for Teachers and Learning Support Assistants	
DFE Keeping children safe in Education (KCSIE) 2020 Draft Statutory Guidance: Understand the Proposed Changes	1 hour 6 minutes
Certificate in Prevent Duty for Schools	30 minutes
How schools can support the mental health and wellbeing of pupils with autism	1 hour 7 minutes
Adverse Childhood Experiences (ACEs): Taking a Trauma-informed Approach to Improving Outcomes	52 minutes
Making most from one to one and small group teaching to support catch up curriculum	47 minutes
High-Quality Feedback and Targeted Support to Raise Attainment	49 minutes
Maths Anxiety: Building Resilience and Confidence to Improve Learner Outcomes Primary)	1 hour 2 minutes
Practical Guidance on Rebooting Pupils' Behaviour to Support the Catch-up Curriculum	1 hour 8 minutes
Innovative Strategies In Addressing Complex Special Educational Needs And Disabilities (SEND)	1 hour 22 minutes
Relevant CPD for Teachers	
A practical guide to teaching using Microsoft Teams	8 minutes
Relevant CPD for Support Staff:	
A webinar for teaching assistants: Adding value through a more coordinated approach to supporting low attaining pupils.	49 minutes
A webinar for teaching assistants: Delivering high quality one-to-one and small group support using structured interventions.	54 minutes
How to maintain good wellbeing during isolation (PDF)	48 minutes
Certificate in Paediatric First Aid awareness (this is a longer course and will supplement any practical training that you complete in school)	
Relevant CPD for EYFS Staff	
EYFS Framework reforms: Teaching Mathematics in Line with DfE Curriculum Guidance	
EYFS Framework reforms: Strengthening Learning Through the DfE Development Matters Curriculum Guidance	1 hour 4 minutes