



St. Antony's Catholic Primary School

Remote Learning Policy

School Mission Statement

*'God is at the heart of our school.
With the help of our community, we will strive to learn, love and achieve.'*

**Policy Date: September 2020
Review Date: September 2021**

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Purpose and Intent

At St Antony's RC Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be highly effective learners who reach their full potential and who lead rewarding lives as responsible citizens.

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. Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

Aims and Principles

This policy 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.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- 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.

Legislative requirements and non-statutory guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010, Education Act 2004, The General Data Protection Regulation (GDPR)
The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following: DfE (2020) 'Keeping children safe in education', DfE (2019) 'School attendance', DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years', DfE (2018) 'Health and safety: responsibilities and duties for schools', DfE (2018) 'Health and safety for school children', DfE (2016) 'Children missing education', DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)', DfE (2020) 'Adapting teaching practice for remote education', DfE (2020) 'Guidance for full opening: schools'

This policy operates in conjunction with the following school policies:

Child Protection and Safeguarding Policy, Data Protection Policy, Special Educational Needs (SEND) Policy, Behaviour Policy, Curriculum Policy, Teaching and Learning Policy, Assessment Policy, Marking and Feedback Policy, Online Safety Policy, Health and Safety Policy, Attendance Policy, ICT Acceptable Use Policy, Staff Code of Conduct

Roles and responsibilities

The governing body

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The Head teacher and Senior Leadership Team (SLT)

Ensuring that staff, parents and pupils adhere to the relevant policies at all times.

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Conducting regular reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Identifying and arranging any additional training staff may require to support pupils during the period of remote learning.

The health and safety officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes in collaboration with the head teacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents and remedying the problem as quickly and effectively as possible.

The Data Protection Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The Designated Safeguarding Lead (head teacher) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

The SENCO is responsible for:

- 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 head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The SBM is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- 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.

The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.

- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the head teacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set.
- Reporting any absence in line with school policy.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.

Procedures and Practice

Resources

Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Google Classroom
- Educational websites
- Reading tasks
- Live Google Meets for live lessons or wellbeing sessions
- Pre-recorded video or audio lessons

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils' needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Exercise books will be made available for pupils who do not have access to a printer.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The arrangements for any 'live' classes, e.g. live lessons or wellbeing sessions will be communicated via the class Google Classroom no later than two days before the allotted time and kept to a reasonable length of no more than 30 minutes per session.

The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Procedures and Practice – Teaching and Learning

All pupils will have access to high quality education when remote working.

The school will use a range of teaching methods to cater for all different learning styles, this includes:

- Google Classroom
- Online materials
- Educational Websites
- Live lessons/wellbeing checks via Google Classroom
- Pre-recorded video or audio lessons
- Various reading tasks – e.g. comprehension, inference and prediction
- Daily challenges
- Times Table Rock Stars
- Mental Health/ Well-being activities/Jigsaw

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- 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.

All provisions for remote learning will be subject to the class group's age and ability.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload. The head teacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

Procedures and Practice – Assessment

Marking and feedback

All schoolwork completed through remote learning must be:

- 'Turned in' on or before the deadline set by the class teacher.
- Completed to the best of the pupil's ability.
- The pupil's own work.

Teacher will:

- Acknowledge work with a positive comment
- Give feedback as appropriate.
- Return work to the pupil once marked (KS1 and 2 only).

A range of formative assessment and feedback methods will be used. This could be:

- whole class feedback
- quizzes
- individual next steps or targets

The school expects pupils and staff to maintain a good work ethic during the period of remote learning. Pupils are accountable for the completion of their own schoolwork.

Teaching staff will contact parents via the class email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils and discuss additional support or provision with the head teacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons where possible.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will consult with parents at least one week prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Inclusion and Equal Opportunities

Teachers will ensure the programmes chosen for online learning support pupils with SEND. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Food provision

The school will signpost parents via parent mail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making packed lunches available for delivery or collection
- Providing vouchers to families

Additional opportunities and Community Links

We will continue to keep the strong relationship we have with the parish church, St Thomas of Canterbury through:

- Live streamed masses
- Google meet sessions for individual classes or year groups with the priests
- Regular communication between the parish and the school

School day and absence

Pupils will be present when live lessons or wellbeing sessions are scheduled.

Pupils will try to keep a routine to their learning day.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents will inform the school via the school admin email address, admin.st-antony@redbridge.gov.uk, if their child is unwell and unable to participate in remote learning.

The school will monitor absence in line with the Attendance Policy.

Monitoring and Evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinies, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice.

The Head teacher and SLT will meet with teachers to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

- The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on Google Drive and suitably stored in line with the Data Protection Policy.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.
- All data collected from pupils (ie photos or videos) will be saved on Google Drive and not on personal equipment.

Appendix A

Remote and Blended Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns or for children to be isolating at home. In these cases the school will implement provision for remote learning, so pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

Contingency planning

- The school will work closely with the LA to ensure the premises is 'COVID-secure', and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.
- The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
- The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- If there is not a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will implement remote learning immediately for that group.
- The school will provide remote learning for pupils who are isolating at home under the current government guidelines.

Teaching and learning

All pupils will have access to high quality education when remote working. Teacher planning documents will include a section for remote learning.

The school will use a range of teaching methods to cater for all different learning styles, this includes:

- Google Classroom
- Online materials
- Educational Websites including Oak Academy, White Rose Maths, BBC Bitesize, My Maths and TT Rockstars
- Live Google Meet well-being sessions or telephone calls
- Pre-recorded video or audio lessons (where possible, depending on number of children isolating)
- Various reading tasks and reading for pleasure
- PSHE activities (Jigsaw)

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including educational videos.
- Assess progress and be clear on how regularly work will be checked.
- Plan a programme that is comparable to the core teaching pupils would receive in school, ideally including weekly contact with teachers.

All provisions for remote learning will be subject to the class group's age and ability.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

Returning to school

The headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

After a period of self-isolation, or the lessening of local lockdown rules, the school will inform parents when their child will return.

The school will listen to all concerns that parents may have about their child returning and will advise them of the measures in place to ensure the safety of their child.

Monitoring and review

This policy annex will be reviewed in line with any updated government guidance.

All changes to the policy will be communicated to the relevant members of the school community.

Appendix B

Expectations for Remote Learning

Daily	1 English lesson 1 Maths lesson 1 reading activity
Weekly	2 RE lessons 1 Geography or History lesson 1 PSHE lesson 1 Science lesson 1 PE activity 1 Creative Arts activity
Daily	Live Google Meet session KS2 – whole class KS1 - small groups of 8-10

Expectations for Reception

Daily	1 phonics 1 reading, writing or maths activity
Weekly	1 RE lesson 1 PSHE or topic lesson 1 PE activity 1 creative arts activity
Daily	Live Google Meet session in small groups or pre-recorded video

Expectations for Nursery

Daily	1 phonics, reading, writing or maths activity
Weekly	1 RE lesson 1 PSHE or topic lesson 1 PE activity 1 creative arts activity
	Live Google Meet sessions or pre-recorded video as appropriate

Appendix C

Google Classroom best practice protocol

Motivation/well being

Expectation	Frequency	Ideas
Pupils to see their teacher's face and/or hear their voice	At least twice weekly	• Morning Message • Teach videos • Class story/poem
Whole-school initiatives to be promoted in class streams and 'kept alive'	At least once weekly	• Monday Be-Attitude assembly
Pupils' work/extra-curricular contributions to be shared in streams	At least once a week	• children encouraged to attach images/videos to assignments so they can be vetted and shared by the teacher.
Years 2, 3, 4 and 5 teachers to offer a window of time (a day, a morning, an hour) where pupils may post in the class stream	Once a week	• Make clear your expectations for the posts (photos/videos of art/craft projects completed at home; no 'chatting' in the stream to avoid clutter etc • Remain vigilant during the window to check pupil posts • Comment on pupil posts with encouraging words • If something inappropriate is posted – screenshot the post, 'delete' it, 'mute' the pupil and contact phase lead/DSL and then parents/carers asap.
Publicly praise pupils	At least weekly	• 'Shout outs' in Morning Message • Reply to comments with encouraging words • Send Be-Attitude certificates via email and announce on live stream
Private comment on pupils' work	Daily for morning work submitted before	• Personalise the feedback to acknowledge the effort • Include a thought for a next step or a correction (Have you tried...; check question 4 again etc) • Keep the tone positive and encouraging

	1pm (as a minimum)	
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Consistency

Expectation	Frequency	Ideas
Teachers to look at other year groups' classrooms	At least once a week	• What practice do you like? Is there anything you could utilise in your classroom • Can you leave a positive comment to let pupils know you have seen their classroom and have enjoyed their hard work?
The same lessons to occur on the same day each week (e.g. History activity on Monday afternoon)	n/a	• Children like routine and structure. Do they have the same foundation subjects on the same day each week? • Share the timetable with children in your Morning Message as you would in school.
Morning work to be uploaded by 8:45am Afternoon activity to be uploaded by 1:30pm	Daily	• Use the 'schedule' function to ensure this occurs (you cannot schedule into multiple classrooms at once. Schedule into yours and then 're-use' the assignment in your partner teacher's classroom).

Quality

Expectation	Frequency	Ideas
Reading		
Short, 'skill-teach'/task model videos	At least twice weekly	• Include an engaging re-cap of the text so far • You could film your screen where the text is displayed and insert yourself in the top corner with Zoom. • You could put information onto Google Slides and add your voice with the 'insert audio' function. You will need to use a voice recording app on your device and then upload from this device. If you want to upload to G-Drive first, check that the folder you're uploading to is shared with the children, otherwise they 'won't have permission' to hear the file. • You could film yourself reading the book and modelling skimming and scanning etc.
Include a variety of activities	Daily	• Ensure children have the opportunity to write reviews, draw a picture, contact an author etc, not just comprehension. • You could bring the story to life by using props or costumes and encourage pupils to do the same.
Have a class story/poem of the week	Weekly	• Record yourself or just your voice sharing a book • Use Storyline online or other book reading websites or streams

		• Allow children to vote on what book they would like with 'Google Forms'. • Save in your classroom under 'Class Story' so pupils can find older entries if they have missed a day.
Check for understanding with a quiz	As decided by teacher	• When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked. • Under settings, ensure children can 'edit after submit' to allow them to have another go.
Maths		
Short, 'skill-teach'/task model videos	Where appropriate	• Use concrete and pictorial representations to break down the learning • You could film your screen where text or an image is displayed and insert yourself in the top corner with Zoom. • You could put information onto Google Slides and add your voice with the 'insert audio' function. You will need to use a voice recording app on your device and then upload from your device. If you upload to G-Drive first, check that the folder you're uploading to is shared with the children, otherwise they 'won't have permission' to hear the file. • Make use of White Rose, Oak Academy or BBC Bitesize videos and lessons
Provide optional online Maths games and investigations	Weekly	• https://mathsweekengland.co.uk/primary-school-resources/ • https://mathsframe.co.uk/ • https://www.topmarks.co.uk/maths-games • My Maths/TT Rockstars
Focus on the 4 operations and place value	n/a	• Check the expectation for your year group • use the White Rose resources for ideas and ensure that this area of your curriculum has been consolidated
Check for understanding with a quiz	Weekly	• When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked. • Under settings, ensure children can 'edit after submit' to allow them to have another go.
English		
Short, 'skill-teach'/task model videos	Where appropriate	• Introductory hooks, model writes and grammar skills should be considered for short teach videos • You could put information onto Google Slides and add your voice with the 'insert audio' function. You will need to use a voice recording app on your device and then upload from your device. If you upload to G-Drive first, check that the folder you're uploading to

		is shared with the children, otherwise they 'won't have permission' to hear the file. • Make use of Oak Academy or BBC Bitesize videos and lessons
Provide optional online English games		• https://www.topmarks.co.uk/english-games • https://www.ictgames.com/ • Phonics Play • http://www.primaryhomeworkhelp.co.uk/literacy/ • https://grammarsaurus.co.uk/
Standalone, free writing lessons	Where appropriate	• Provide a stimulus such a picture, a video, a news story etc (LiteracyShed is good for this). • Allow children to choose the way in which they respond (poem, story, letter etc).
Foundation		
Introductory video	Where appropriate	• Promote your new unit with an engaging video. You could use props or costumes, or share your favourite aspect of that period of time, that country or that area of Science etc.
Share useful links for your subject	n/a	• BBC Teach • BBC Bitesize
Ensure afternoon activities are fun/practical	Daily	• Does the assignment work better as an ongoing project? • Is there something the children could produce and then share with their peers? • Is there an online game that links to your subject area? • Is the activity open-ended and can be done with minimal monitoring from parents possibly working from home?
Check for understanding with a quiz	As necessary	• When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked. • Under settings, ensure children can 'edit after submit' to allow them to have another go.
Provide a variety of materials for your activity	Daily	• Is there a video online that could supplement the learning?

Appendix D

DofE expectations:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher in your school or through 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's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

The DofE recommendations:

- shortening the length of lessons to aid pupils' concentration spans and to reduce screen time when working at home
- a closer focus on verbal explanations and exposition, and presenting concepts in 'bitesize' segments, so that pupils can concentrate for short bursts of time and teachers can check pupils understand the learning points regularly
- ensuring time for pupils to practise what they have learned, for example through independent work or pupil discussion

Some common myths about remote education (OFSTED)

Some unhelpful myths exist about remote education, which are not based on evidence. These include that:

- remote education is a different curriculum/offer to the content that would be delivered normally
- the best forms of remote education are digital
- the best way to deliver remote education is always through live lessons
- the most important thing is pupils' engagement

Appendix E

At St Antony's we have agreed to the following:

When providing remote learning, teachers must be available between 8.30am and 4.30pm Monday to Thursday and 8.30am and 12.30pm on Fridays. Friday afternoon is PPA time and Curiosity Friday activities will be available for pupils.

If teachers 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.

Setting work:

Teachers should set work for their own class or year group by 6pm the previous day in the class Google Classroom.

Teachers ensure consistency within year group and aim to give as much consistency as possible across the phase.

See expectations for work in Annex B

Feedback:

A range of formative assessment and feedback methods will be used:

- whole class feedback
- quizzes
- individual next steps or targets

EYFS and KS1

- Acknowledge all work with praise linked to learning
- Give next steps of extension suggestions where appropriate
- Add prompt questions/comments to work that is just 'turned in' with no comments, pictures or video.
- Give aural feedback in live session where appropriate.

KS2

- Mark one piece of work in depth per week in English and Maths
- Give aural feedback to group in live group sessions (eg VIPERS)
- RE/Foundation- give comments of recognition and celebration
- Give whole class aural feedback in live sessions/ videos when appropriate.
- Add prompt questions/comments to work that is just 'turned in' with no comments, pictures or video.

Lesson types:

Teachers will provide a mix of live lessons through Google Meet, pre-recorded lessons and independent tasks depending on the age, needs and abilities of children.

Rationale:

- Many dynamics of classroom teaching – such as pupil interactions, relationship building, providing feedback, delivery of practical components of a lesson and other experiences – are not directly replicable in a remote environment.
- Younger children and some pupils with SEND find it difficult to engage as well in live lessons, especially in large groups, and may not be able to access remote education without adult support.
- It's harder for pupils to concentrate when being taught remotely. Short presentations or modelling of new content can be followed by exercises or retrieval practice.
- Live lessons are not always more effective than asynchronous approaches as it can be hard to build in interaction and flexibility (OFSTED)

- Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming or replicating live a classroom lesson may be ineffective. (OFSTED)
- There are more distractions, and teachers are not physically present to manage the situation. Communicating and working with parents, without putting an unreasonable burden on them, can help support home learning.
- There is only so much a teacher can do to engage pupils remotely. We therefore need to make sure that efforts to engage don't distract us from teaching the curriculum.

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

- Teachers will monitor attendance in live lessons and completion of work carefully.
- Teachers will make contact with any pupils not engaging in learning. This will initially be via email, then by telephone if engagement does not improve.
- If a teacher has any concerns about a pupil's work or wellbeing, they will contact the pupil via Google Classroom. If the concern continues, they will contact the phase leader, SENCO or DSL as appropriate.
- Any child considered vulnerable and not attending school will be contacted at least fortnightly by the teacher.
- Any complaints or concerns shared by parents and pupils will be referred to the phase leader who will inform the headteacher or deputy.
- Teachers will not reply to any communications from parents or pupils either before 8am or after 4.30pm.

Teaching Assistants/Learning Support Assistants

TAs/LSAs who are not shielding or isolating will lead the in school provision for vulnerable children/children of key workers.

They will be expected to be in school before 9am and leave no sooner than 3.20pm.

If TAs/LSAs 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 not in school, TAs/LSAs will be expected to assist with remote learning and supporting SEND pupils as directed by the class teachers. This might be by:

- Preparing resources to support learning
- Attending virtual meetings with teachers, parents and pupils
- Attending and support live lessons
- Leading live small group interventions