

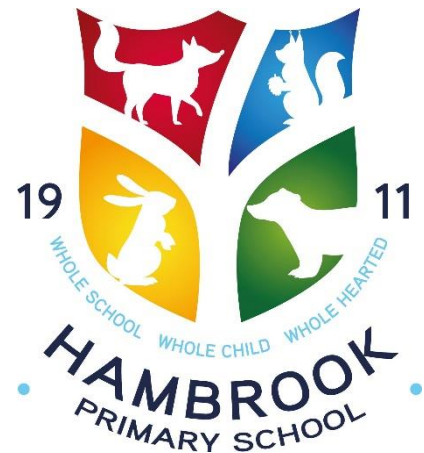


G Suite for Education



Hambrook Primary School

Remote Learning Policy



UNCRC Article 29

As a child:

**“I have the right to an education which develops my personality,
respect for others’ rights and the environment”**

Statement of School Philosophy

At Hambrook, we are continuously striving to be creative, innovative and forward thinking in providing support to our parents, children and families at home. Our strategy for remote learning continues this. It is absolutely essential that we continue to provide an education for each child even if they cannot attend school for reasons set out by government advice on Covid-19.

We will relentlessly strive to uphold our school ethos ‘Whole School, Whole Child, Whole Hearted’ during these unprecedented times.

Approved by:

Date:

Last reviewed on:

Next review due by:

Contents:

1. Aims
 2. When will this policy come into effect?
 3. Who is this policy applicable to?
 4. Content and Tools to Deliver This Remote Education Plan
 5. Home and School Partnership
 6. Roles and responsibilities in Certain Scenarios
 7. Links with other policies and development plans
 8. Code of Conduct for Staff Recording their Lessons
 9. Support for families and households with no devices or internet
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1. Aims

Our Hambrook 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 to members of the school community with regards to delivering high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as supporting families with the social and emotional needs of our children.
- Support effective communication between the school and home.
- Reassure parents, children and staff that any self-isolation period resulting in remote learning will only last for 2 weeks under current government guidelines.

2. When will this policy come into effect?

This policy should be referred to immediately but will specifically support the following **three** scenarios:

1. A child cannot attend school due to self-isolation or they are awaiting test results.
2. A bubble of children who have to be sent home to self-isolate for 2 weeks.
3. A bubble of children who can continue to attend school but their teacher cannot due to self-isolating or they are awaiting test results

3. Who is this policy applicable to?

- Any child on roll at Hambrook Primary who cannot attend school due to self-isolation or they are awaiting test results.
- Any child on roll at Hambrook Primary whose bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Any member of staff at Hambrook Primary School.
- Any parents of children at Hambrook Primary School.

Remote learning resources will be shared with ALL families regardless of whether their children are in school or not. It will be the responsibility of the parents/carers to access the remote learning at home should their child be self-isolating or if they cannot attend school.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include the following:

- EYFS will use Tapestry to post their activities and pre-recorded videos.
- KS1 & KS2 will be using [Google Drive](#)– a service delivered by Google to create virtual storage.
- KS1 & KS2 will be also using [Google Classroom](#) – a service delivered by Google.
- Use of recorded videos of flipchart screens to teach virtual lessons.
- Virtual assemblies provided by our local church.
- Communication with home via our school office.
- Printed learning packs (only in the event that a family cannot access online resources).
- Physical materials such as paper and writing tools (if a family needs support with this).
- Links to external resources and tools to support children's learning further at home (available on Drive) and on day 1 of their self-isolation period.

4.1 Remote Teaching Platform

In the event of Scenarios 2 or 3 occurring and remote teaching is required, the teacher will use Google's "G Suite for Education" platform. Using this platform will enable any teacher to use their [G Suite for Education](#) account to teach their class via Google Classrooms. Each class created on the platform will be overseen by the school's administrative account run by Mr Noone and Mr Thompson.

4.2 Functions of Google Classroom

User Accounts

Each child will access Google Classroom via a Google account created for them by the school admin account. This account will follow the format: yourname@hambrookprimary.co.uk

Uploading Work

Using their account in their virtual classroom, children will be able to upload their own work completed at home based on the teaching via pre-recorded videos.

Feedback on Work

Children in KS1 and KS2 will be able to access some feedback given to them by a teacher after submitting some work via their virtual classroom. This feedback will be very brief and purely aim to praise individual children for continuing their learning at home.

4.3 Protecting Children and Safeguarding Considerations

As children will be using electronic devices to access remote learning, it is important to ensure the necessary measures are put in place to protect children from risks associated with using online platforms. Therefore, the following measures have been put in place to minimise the risk for your children:

- User accounts for children will be created by the school which can then be used to access Google Classrooms at home. A public invitation link to join the virtual classroom will NOT be provided
- As part of Google Classrooms, there is a live newsfeed which can update everyone in the class with work being uploaded and comments on this work. This will be disabled for all children at Hambrook so that no child is subject to any negative feedback from others.

- Pupils will not be able to see the email addresses of other pupils in their class or their school

4.4 Support for Using Google Classroom at Home

If any parent, carer or child needs assistance with using Google Classrooms, we would first direct you to Google's guide for students:

- https://support.google.com/edu/classroom/answer/9582544?hl=en&ref_topic=6020277

Further information regarding your personal details can be found using the following link:

- https://support.google.com/edu/classroom/answer/6386395?hl=en&ref_topic=7175284

For any other support regarding the access of Google Classroom, an email can be sent to the school office for the attention of Mr Noone or Mr Thompson.

5. Home and School Partnership

Hambrook Primary School is committed to working in close partnership with families and recognises each family is unique and, because of this, remote learning may look different for different families in order to suit their individual needs.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We would recommend that each day at home follows a similar pattern and routine to that of the school day.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact the school as alternative solutions may be available. These will be discussed on case-to-case basis.

6. Roles and responsibilities in Certain Scenarios

As outlined in Section 2, this policy should be referred to immediately but will specifically support the following **three** scenarios:

1. A child cannot attend school due to self-isolation or they are awaiting test results.
2. A bubble of children who have to be sent home to self-isolate.
3. A bubble of children who can continue to attend school but their teacher cannot due to self-isolating or they are awaiting test results.

Scenario 1: A child cannot attend school due to self-isolation or they are awaiting test results

Role of support staff in school:

- To maintain a close link to home via email or phone to ascertain a child's status and reason for being off school.
- Mrs Williams to notify a child's teacher when the child may or may not be coming back into school.
- Mr Thompson and Mr Noone will ensure Google Drive links are shared with parents.

Role of head teacher:

- To track the attendance and test results of all pupils that are unable to come into school.

Role of the Teacher	Role of the parent/carer	Role of the pupil
At the start of each term, teachers will upload to Google Drive a comprehensive range of activities and booklets that links to their curriculum coverage that term. These may be taken from the internet and will not always be tailored to individuals but rather to the overall curriculum for that year group.	Ascertain if your child is well enough to continue learning at home whilst they wait for the self-isolation period to end or whilst they wait for test results to come through.	I will share how I feel with myMum, Dad or Carer.
	Support your child in accessing remote learning resources through the Google Drive.	I will participate in some remote learning by accessing the resources posted online by my teacher (if I am well enough to do so)
	Notify the school if you have any issues in accessing online resources.	
	Notify the school if you need support in providing materials for home learning such as paper or pens.	
	Notify your teacher via the office of any problems with the work itself.	

Scenario 2: A bubble of children who have to be sent home to self-isolate

Role of support staff in school:

- Teaching Assistants will, under direction of the teacher, prepare physical resources for families who do not have access to online tools.
- Mr Thompson and Mr Noone will provide training sessions and inductions for staff about how to use Google Classroom and how to record their screens.

Role of head teacher:

- Co-ordinate the remote learning approach across the school including daily monitoring of engagement.
- Ensure the effective monitoring of remote learning including through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Role of the Teacher	Role of the parent/carer	Role of the pupil
<p>The teacher will pre-record video lessons each day and upload it via the G Suite for Education.</p> <ul style="list-style-type: none"> • One core maths lesson (daily) • One core grammar/writing lesson (daily) <p>These pre-recorded lessons will require children to have just plain paper and a pencil. NO PRINTING OF ACTIVITIES WILL BE NECESSARY.</p>	<p>Parents should support their child in accessing remote learning resources through the Google Classroom using their Google accounts.</p>	<p>I will access the remote learning at home and try to follow the pre-recorded lessons provided by my teacher through their screen recordings.</p>
<p>In addition to the 2 pre-recorded lessons a day, teachers will upload a reading or phonics activity (depending on year group)</p>	<p>Notify the school if you have any issues in accessing online resources</p>	<p>I will complete as many of the activities as I can.</p>
<p>Teachers will also upload an activity for children to complete related to their topic work each day. This may be a task linked to the following:</p> <ul style="list-style-type: none"> • History/Geography • Art/Design • Science • RE 	<p>Notify the school if you need support in providing materials for home learning such as paper or pencils etc.</p>	<p>I will submit my core learning activities via Google classroom so that my teacher can monitor their work and give me feedback.</p>
<p>To support parents with the daily school routine for the 2 weeks of self-isolation, teachers will be running a live Google Meet each day at 9:15am for the bubble that is not in school. This will be simply to say hello and check in with children's wellbeing and help them get set up for the day. It will not last longer than 20 minutes.</p>	<p>Share any concerns or general queries to the school office email account: office@hambrookprimary.org.uk</p>	
<p>If a teacher is NOT well enough to teach remotely, children at home should use the resources put up on the Hambrook Remote Learning Drive at the start of that term.</p>		

Scenario 3: A bubble of children who can continue to attend school but their teacher cannot due to self-isolating or they are awaiting test results

Role of support staff in school:

- Teaching Assistants will manage behaviour in class and ensure children are paying attention to the teacher speaking on the board
- Teaching Assistants will assist children's learning where possible
- Mr Thompson and Mr Noone will provide training sessions and inductions for staff on how to use Google Classroom and Google Meet.

Role of head teacher:

- Maintain regular contact with teacher who is self-isolating or waiting for test results to ensure they are well enough to teach remotely from home and to stay updated on test results or when they can be expected back in school after self-isolating.
- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- 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 parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Role of the Teacher	Role of the parent/carer	Role of the pupil
If a teacher is well enough to teach remotely, they should continue to plan detailed lessons that follow the typical daily routine in school.	Continue to monitor your child's health and ensure they are not showing any symptoms of Covid-19.	I will continue coming into school and try to keep a positive approach to my learning.
If a teacher is well enough, they should use Google Meet to deliver these lessons to the class via the board at the front of class and by speaking over their displayed flipchart (screen sharing)	Notify the school office should you need to keep your child at home for any reason.	I will listen to my teacher via the Google Meet platform when I am in the classroom.
If a teacher is NOT well enough to teach remotely, TAs should assist pupils in class and use some of the materials provided on the Hambrook Remote Learning Drive at the start of term.		I will listen to instructions given by a TA who will be in the class during the lesson.
		I will carry out my work in my normal school books neatly and I will behave as my teacher would normally expect.

7. Links with other policies and development plans

This policy is linked to the following policies:

- Safeguarding policy
- Behaviour policy
- Child protection policy
- Data protection policy
- Online safety acceptable use policy

8. Code of Conduct for Remote Learning

For teachers

1. Formal clarity

- a) Clearly inform students which resources you will be using.
- b) Explain what the resources will be used for.
- c) Instruct students how to work with, and/or access these resources.

2. Outline the learning outcomes for the video and the session

3. Recording quality

- a) Do not ever film yourself. Instead record your screen as you move through the flipcharts and activities
- b) Check whether you have a stable internet connection, and a properly working camera and microphone.

4. Online Etiquette

- a) When sharing your screen, close all sensitive documents or tabs. Check your browser bookmarks and other open applications and furthermore, be aware that you are on camera.
- b) Ensure that content shared with students is appropriate and accessible to all, and is learning-related.

For Parents

1. Ensure priority is given to your child's physical and emotional well-being in these unusual circumstances
2. Support your child in their learning at home where appropriate (providing they are well enough to do so)
3. Appreciate that the closure of a bubble is something completely new to everyone involved and all members of staff at Hambrook will do their best to ensure learning can continue at home.

9. Support for families and households with no devices or internet

A large proportion of this remote learning policy refers to the access of internet using an internet-enabled device from the home environment. Whilst we appreciate the internet and technology are a large part of most people's lives now, it is not always possible to access online resources whether this be by choice or circumstances.

At Hambrook, we want to support every family in providing an environment at home for their children to continue their learning.

Therefore, we will be taking (or may have already taken) the following steps:

1. A Google form is to be sent out to all parents/carers asking them about their circumstances at home relating to internet enabled devices, access to the internet and a printer. This form will also provide an opportunity for parents to advise the school of any other circumstances which may affect their child's ability to learn.
2. After receiving responses from the Google Form, Hambrook Primary School will work to ensure that devices are provided for children in the following circumstances:
 - a. Disadvantaged children
 - b. Pupil premium children
 - c. Children with no access to any device at home
3. If step 2 is not possible or not a viable solution, Hambrook Primary School will ensure that physical hard copies of resources are provided to families of children.