



Rawmarsh Ashwood School COVID-19 Online Learning Policy

Purpose of policy:

- To outline expectations of online learning for staff and students
- To provide advice and guidance for staff regarding online learning

Overview and safeguarding expectations:

As of the 2nd September 2020 we are increasing our live and recorded lesson offer to all year groups. Staff should ensure that wherever possible:

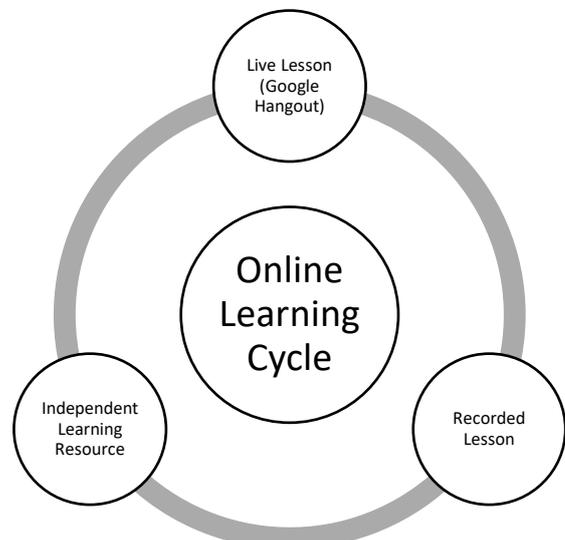
- No 1:1 sessions, groups only. If only 1 student attends the resource should be emailed to students to work on independently.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time and no more than 45 minutes, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Registers should be completed so absence can be followed up.
- If you have set up the google meet you can turn a student's microphone off if they are interrupting or not contributing in a positive way to your lesson.
- If you notice any concerns regarding the safety or wellbeing of a child, please refer as usual to our safeguarding team as you would do if you were in school.

Expectations:

- Children will have at least 1 live lesson every day and we expect them to attend. Parents will be contacted if children do not attend these lessons to find out how we can support parents.
- Some lessons will be recorded so that children can look at them at any point during the day – or pause and study them at their own pace
- Children will be given independent tasks to complete via a learning menu or paper pack if requested from school.

Registering Attendance:

- Registers must be taken for all live lessons.
- It is the responsibility of the class teacher to ensure registers are completed.



- Absence should be followed up by classroom teachers in the first instance through:
 - Dojo message
 - A phone call
 - Continued absence needs escalating to the Headteacher

Taking a register or logging participation	
Y	The student has taken part in the learning. This could be attending the lesson online or viewing the materials and completing tasks.
N	The student has NOT accessed the online lesson or completed any tasks set.
E	The student is EXEMPT from the lesson. They may have contacted the teacher with a valid reason for not taking part.

Please see the following update following Lockdown in January 2021:

Remote education from January 2021

Introduction

Remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

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

Rawmarsh Ashwood School will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.

Rawmarsh Ashwood School has selected a digital platform for remote education provision (Google meet/ class dojo) that will be used consistently across the school in order to allow interaction, assessment and feedback and made sure staff are trained and confident in its use. School will overcome barriers to digital access for pupils by:

- distributing school-owned laptops accompanied by a user agreement or contract
- providing printed resources via work packs to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. **(Work packs need to be ordered by Thursday lunchtime for the following week, in order to ensure they can be produced and collected on a Monday morning)**

We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and school will work with families to deliver an ambitious curriculum appropriate for their level of need.

It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

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. Therefore solely digital means will not be used to teach these pupils remotely.

School has a system for checking, daily, whether pupils are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern

School will identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. At Ashwood this is Mrs Marshall.

When teaching pupils remotely, school will:

- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day

This work will include independent learning on work packs and home learning menus shared via dojo.

A timetable of live learning will be shared with parents.

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, white rose maths videos, read write Inc phonics lessons by Ruth Miskin, new CBBC home education and BBC bitesize and Invictus Academy live interactive lessons for example, are all available and can be provided in lieu of school led video content.

When lessons are recorded parents will be advised to pause and revisit any parts of the lesson that require extra explanation or time to process content. Staff are available via dojo and email to support this during the school day. Staffing rotas ensure that support is always available for home learning in school time.

School will 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
 - Following feedback from children pace may be adjusted or teachers will add short video clips of modelling of strategies or misconceptions.
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion – eg show and tell/class assemblies
- 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 via dojo.

Rules to follow at home:

- All parents should ensure their children are on time for their remote lessons to ensure it can start promptly and follow their existing timetable.
 - You must only take part in live lessons if your member of staff is present.
 - You must ensure that your camera is turned off at all times unless directed by a member of staff.
 - They should ensure they are dressed appropriately for learning.
 - They should interact with their classmates and teachers as directed and do so appropriately.
 - They should ensure they are working from an environment that is quiet and free from distractions.
 - All students must ensure they never record any interactions during remote learning.
 - All students must ensure they leave the lesson as soon as it has ended. This is to ensure the recording can be uploaded to Google Classroom promptly.
 - All students must ensure they only use their video conferencing tools (camera and microphone) if directed by your classroom teacher.
 - They should continue to follow the school code of conduct in line with their on-site learning.
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Special educational needs Section

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. School will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children section

Where individuals who are self-isolating are within our definition of vulnerable, School has put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, school will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Appendices Section

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL

- online safety and safeguarding, published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

FAQ's

How will we organise live lessons?

- EYFS - Phonics lesson every day via google meet – live or recorded
- KS1 - Phonics lessons daily for phonics via google meet – live or recorded
- Y3/4 – Daily maths and English lessons via google meet – recorded and shared
- Y5/6 – Daily maths and English lessons via google meet – recorded and shared

How will we deliver writing?

- EYFS – letter formation sheets and read write inc lessons – feedback given following parental upload of photos of work on dojo
- KS1 – Daily timetabled writing task following the schools learning journey – feedback given following parental upload of photos of work or response to paper packs on dojo.
- Y3/4 - Daily writing sessions timetabled following learning journey (differentiated elements to meet Y3/4 expectation) Teaching input will be live via google meet and all resources available in home learning packs. Feedback given via dojo/email.

- Y5/6 - Daily writing sessions timetabled following learning journey (differentiated elements to meet Y5/6 expectation) Teaching input will be live via google meet and all resources available in home learning packs. Feedback given via dojo/email.

How will we deliver reading?

- EYFS - Oxford owl lessons and stories. Read write inc. phonics. Ditty books via oxford owl. Tricky words of the week with letter formation sheet. Teacher reading stories and ditty books and recording it.
- KS1 - Oxford owl e-books. KS1 storytime filmed and sent on dojo. Shared texts filmed and sent on dojo - with web links or scanned texts. This is linked to reading objectives for the year group. Reading comprehension activities.
- Y3/4 - Oxford Owl e-books available. Shared text scanned/recorded and shared via email or dojo. Extracts from class novel sent via home learning platform chosen by parents. Feedback on work returned via dojo and email.
- Y5/6 - Oxford Owl e-books available. Shared text scanned/recorded and shared via email or dojo. Extracts from class novel sent via home learning platform chosen by parents. Specific work for EGPS and spelling for those who need it. Feedback on work returned via dojo and email. Comprehension sent home once weekly in accordance with reading learning journey.

How will we deliver phonics?

- EYFS – Daily live or recorded sessions
- KS1 - Daily live or recorded lessons following Read, Write, Inc. Parent sent links to Ruth Miskin home videos to support learning. Practice activities sent home. Website - phonics play activities.
- Y3/4 - Identify websites for parents to support phonics. Speed sound recap lessons recorded and sent via dojo and email. Specific phonics activities included in packs for children who accessed daily phonics intervention. Directed to Y2 sessions on dojo also. Ruth Miskin videos.
- Y5/6 - For specific children - identify websites for parents to support phonics. Specific phonics activities included in packs for children who accessed daily phonics intervention in school. Directed to Y2 sessions on dojo also. Ruth Miskin videos.

How will we deliver maths?

- EYFS - White rose video links to specific learning every day. Number blocks. Feedback via dojo. Number cards, fans and number lines in packs.
- KS1 - Daily maths lessons linked to white rose videos. Time table rock stars.
- Y3/4 - Daily maths lessons linked to white rose videos. Time table rock stars. Live lessons will be rotated with literacy.
- Y5/6 - Daily maths lessons linked to white rose videos. Time table rock stars. Daily live maths lessons differentiated for Y5 and 6.

How will we deliver wider curriculum subjects?

- EYFS - Weekly plan sent with topic activities set. Links to videos and recorded stories. Feedback via dojo.
- KS1 - Home learning menus sent home containing links to a book or topic to access foundation subjects with web links and examples of activities.
- Y3/4 - Home learning menu sent to pupils containing activities. Resources/powerpoints/websites to support will be sent with home learning (electronic or paper). Links available on school website. Feedback given on work returned via email and dojo.
- Y5/6 - Home learning grid set up for choosing topic activities with a range of curriculum areas such as PSHE, French, history, geography and science. Children submitting work via dojo but also sharing using google slides/google docs.

How will we deliver PE?

- KS1 - Cosmic yoga and Joe Wicks. Outdoor learning activities are promoted to encourage physical activity and wellbeing.
- Y3/4 - Joe Wicks links shared and encouraged. Opportunities for live yoga input from PE team on Wednesdays. Opportunities for active learning provided in home learning menu.
- Y5/6 - Joe Wicks links shared and encouraged. Opportunities for live yoga and input from PE team on Wednesdays.

How will we organise catch up with parents?

- EYFS - Regular phone calls home at least once a week. Look at video catch up for children we are concerned about.
- KS1 - Regular phone calls home and video chat for children we may be concerned about.
- Y3/4 - Weekly phone call to all children. Opportunities for catch up during live sessions via google meet. Prioritise any CP/vulnerable pupils not attending school.
- Y5/6 - Regular check in for vulnerable and target children. Opportunities for catch up during live sessions via google meet.
- Eventual use of Google cloud to organise virtual meetings with parents.

How will we monitor the take up of remote learning?

Through feedback on dojo. Written records of work in paper packs. If given packs parents will photograph work and feedback via dojo. Completion of remote learning attendance tracker daily.

Policy created by Helen Marshall – January 2021