January 2021 update

Remote Education - Including Temporary Continuity Direction

The direction from the DfE sets out that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to COVID-19 and came into force back on 22nd October. The Direction requires that where an individual pupil, group of pupils or class needs to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. Where needed, this will be high-quality and safe, and aligns as closely as possible with in-school provision. Remote education will be integrated into school curriculum planning and may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Ensuring access to remote provision

All our pupils returned to school full time at the start of the autumn term 2020. Despite this, there is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils being unable to attend school. We have planned to allow for any disruption to schooling during the 2020 to 2021 academic year. Remote education can make a significant contribution to enabling pupils to continue to learn and progress, and to mitigate any widening of the attainment gap for the disadvantaged. Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, Ashmole Primary School can offer immediate remote education.

Replicating the classroom remotely

The effectiveness of remote teaching is determined by many of the same factors that determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations

- supporting growth in confidence with new material through scaffolded practice

- application of new knowledge or skills

- enabling pupils to receive feedback on how to progress

Live classrooms enable important interaction between teachers and pupils through questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

Pupils in the early stages of their formal education (eg. Reception) are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances.

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Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. Ashmole Primary School will:

- maintain an up-to-date record of which pupils and families do not have device or internet access

- consider how school technology resources could be used in future to support pupils without sufficient remote facilities. This could include preparing to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property

- ensure that any equipment obtained under the DfE's [Get help with technology programme](#) is clearly identified and ready to be re-distributed for a similar purpose

Interactive platforms

Our school has been able to use Zoom, Purple Mash, email and now uses Google Classroom as the main platform. By using these systems, it is possible to create virtual classes by drawing information from the school's Management Information System, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons. Tests and quizzes are an important part of effective teaching and can be easily created to precede or follow teaching sequences. When teaching live, it is possible for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function. Where available and relevant, books and resources can be used by pupils to use at home to complement and support lessons. Where lessons are recorded, they can be accessed later by pupils. Teachers can monitor pupils' progress because work can be viewed or submitted through a set system. This in turn will make it easier for teachers to adapt work in the light of pupils' progress. Using online platforms will allow clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

Maintaining aspects of school life online

Staff can share online assemblies via video. The set routines can prove beneficial to pupils and support them in the management of their work and time. We are aware of the need to be flexible to accommodate contexts where pupils are having to share a single device within the home, meaning that access to recorded lessons is also needed. However, frequent contact between pupils and teachers is crucial. This contact may be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork.

Continuing the planned curriculum

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example science, music or design and technology. However, in these cases, video demonstrations such as YouTube can substitute well for practical work, particularly if accompanied by teacher explanation and commentary.

Physical education

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations as well as live zoom sessions. Pupils should be encouraged to take regular physical exercise to maintain fitness.

Communication

It is essential for staff and pupils, to use school email addresses provided on Google Classroom and have access to resources on Purple Mash. Groups can be set up to streamline communication for example with a whole class. Existing online resources and packages with school or teacher-created resources, can be used, for example: worksheets, tests and quizzes, as well as video or sound recordings of explanations hosted on platforms such as YouTube. It is important to note that high quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role.

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Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes.

Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum.

A lack of devices

Ashmole Primary School can distribute school-owned laptops/ tablets accompanied by a user agreement or contract if necessary. They can also remind pupils that access is also possible through large-screen smartphones. Additionally, books can be used at home to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. Where mobile phones are being used by pupils to access content (and where pupils are having to rely on mobile phone connectivity) there may be limits to the amount of data they can access without incurring significant expense.

Pupils having difficulties submitting work

Multi-functional remote platforms allow for the submission of most kinds of work. Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways.

Keeping pupils motivated and engaged

Ashmole Primary will monitor pupil engagement with our remote education provision. Ashmole Primary will log participation and motivation levels and feedback to parents, either individually or formally through regular reports. Staff can also contact pupils/ parents by telephone to explore ways to secure re-engagement. Work will be shared in the school newsletter; house points can still be used and merit awards will still continue each week to reward excellent engagement or outcomes. These can be emailed to all parents and pupils.

Assessing pupils' progress

Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email/ save them back. Using the features of a multi-functional platform, the teachers can create regular, pre and post-lesson quizzes. Consideration should be given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions if absolutely necessary and appropriate.

Organising structured remote teaching suitable for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning. Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these pupils will include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible. Ashmole Primary School has access to Purple Mash and Oxford Owl Reading online.

Supporting pupils with special educational needs and disabilities (SEND), Pupil Premium Pupils and Looked After Children

SEND pupils have a wide range of specific needs. Their teachers will know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school. More individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. Staff will also be on hand to support Pupil Premium, and Looked After Children via telephone calls, Zoom and online learning. This will also be the case if any of these children are self-isolating. Vulnerable pupils and critical care worker pupils will always be offered the opportunity to be supported in school in the event of a lockdown.

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Teachers will plan effectively for any period of lockdown. In addition to all the teacher input, some parents are aware of and may find it helpful to use extra resources such as Oak National Academy which offers lessons in most school subjects. Oak delivers a sequenced curriculum, with some elements of choice, which can also be used to complement other parts of remote provision. Teachers will also offer additional advice on any extension work. The curriculum is published on the Oak National Academy website. Oak lessons are available from Reception to Year 4, are free to use, and can be integrated with the school's platforms.

If parents are not able to effectively support remote education

Good communication between Ashmole Primary School and parents is essential. Staff will update parents and carers with emails and timetables on a weekly and daily basis with the use of Google Classroom as well as relevant Zoom links and one-to-one telephone calls where necessary, to inform parents and elicit their support.

Mr Tofallis

Head Teacher

January 2020

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Ashmole Primary School Online Interaction Policy (Google Classroom/ Zoom or Purple Mash)

The aims of these sessions are to provide your child an opportunity to connect with members of their class, for their teacher to support live learning, check on their online learning, homework, general well-being and to assess how successful the pupils have found work set online in the event of a lockdown or online project.

In any live sessions, the class teacher/ HLTA would always lead the sessions with the class children. The children will have the opportunity to feedback their thoughts on school work and any extra-curricular matters during their time working remotely. For safeguarding reasons sessions may be recorded. The teaching assistant may also be involved in any sessions. In addition, we ask that a parent/carer be present at the start and end of the session in order to comply with safeguarding.

In order for any event to run smoothly and to be of benefit to those taking part, it is imperative that the behaviour of the pupils is impeccable. It is therefore your parental responsibility to ensure that your child fully understands the following points in advance of his/her session:

Expected behaviour:

We want to ensure that all pupils benefit from the session and enjoy this experience. In order to do this, pupils will be expected to show responsible behaviour throughout the session and respect the rights of other pupils and staff.

Rules and regulations:

- Pupils must treat one another and staff with respect, kindness and consideration.
- Pupils must not use language or behave in a manner that discriminates against another e.g. based on their race, gender, sexual orientation, socio-economic background, religion or disability.
- All who may be in view of the camera must act appropriately and be dressed in a suitable manner e.g. appropriate clothing for the daytime.
- All communications will come from a verified school account via Zoom or Google Meets.
- To ensure the safety of all involved, pupils must not share the link to video calls publicly.
- Pupils should refrain from joining with their full name and should only use their first name.
- Pupils must not take pictures, screen shots or record during the session.
- Pupils must be in a communal room, e.g. the kitchen, dining room or living room.
- The parent/carer must be in the same room and on camera at the start and end of the zoom session.
- Pupils are not permitted to use their own bedroom.
- Never share out passwords or personal information online.

During the session:

- The teacher may record the session.
- When a discussion is taking place, pupils must wait until the teacher asks for a response. This will avoid people talking over each other.
- Pupils can use the chat facility to ask a sensible and appropriate question. This can be anonymous to the rest of the class if needed. The teacher can then answer this during the session.
- Always be respectful of each other's views.
- Always speak to the member of staff if you are concerned about anything.

All pupils need to remain responsible throughout the session. If there are any behavioural issues, the teacher will remove a pupil from this and future sessions and he/she will be sanctioned in line with the school's behaviour policy.

Should you have any additional questions, please contact the school. Thank you.

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Primary Guidelines in the event of a lockdown for 2 weeks or more for a particular year group:

- Teachers will use the first day of lockdown to liaise with their team of teachers and support staff. They will then send work for the pupils via email to the parents and carers for the 2 weeks. In the event that the class teacher and staff have tested positive for covid, work may be slightly delayed to allow for these exceptional circumstances.
- Teachers will offer interactive online learning for up to 2 hours in the morning and up to 2 hours in the afternoon. Eg. 9-11am and 1pm-3pm. This will involve live interaction on Zoom or Google Meets. Parents/ carers will have to log on and log off with their children at set times as instructed by the class teacher. Parents and carers will be directly contacted by the class staff.
- Children will be expected to log on and to complete tasks set by the class teacher for the day.
- The benefit of interaction with the class teacher will be that pupils can ask questions and be guided accordingly with their work. The teachers will use PowerPoints and planned lessons to deliver learning.
- Work will be checked and marked using Google Classroom/ Purple Mash or projects will be set to be returned to school after the 2 week lockdown.
- If any pupil has an issue with the use of technology at home, the teacher will endeavour to support the family with the borrowing of a school iPad, if appropriate and if conditions allow this to happen.

Mr Tofallis

Head Teacher