**HPS Remote Learning Strategy**

**January 2021**

**(Strategy under continuous review)**

The Vision



**School Vision Statement**  
To enable everyone within our community to flourish and enjoy a life filled with love, meaning and purpose, underpinned by Christian values, a love of learning and an eagerness to make the world a better place together.

**The Four Foundations of the Vision**

**Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

**Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

**Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

**Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth

**Introduction**

The information in this policy is to provide clarity to pupils, parents and carers about the remote education at Hampstead Parochial Church of England Primary School when national or local restrictions require classes to remain at home.

This policy should be read alongside our current school policies and school-specific home learning documentation and guidelines, including:

* Safeguarding and Child Protection Policy, plus the Annex to our Safeguarding Policy in relation to school closures and remote learning
* Data Protection and privacy notices Policy
* Behaviour policy
* Home-school agreement
* ICT and internet acceptable use policy
* Online safety policy
* Zoom sessions: intent, implementation and impact (Appendix 1)
* Guidance for home learning: dos and don’ts for parents and staff (Appendix 2)

This policy has been written with regard to the following current documentation:

* <https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template>
* <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
* <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf>
* <https://www.gov.uk/government/publications/whats-working-well-in-remote-education>
* Camden Learning guidance on remote education (January 2021)

**1. Aims**

This remote learning strategy aims to:

* Ensure consistency in the approach to remote learning for pupils who aren’t in school following closure due to COVID-19.
* Set out expectations for all members of the school community with regards to remote learning

**2.1** **Accessing our remote education**

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| --- | --- |
| Digital platform/online tool | Used for |
| Google classroom | * accessing children’s set work and related resources * submitting children’s completed work * accessing teachers’ feedback and comments on children’s work |
| Zoom | * whole class morning motivation – Monday and Wednesday * guided maths and Literacy groups * 1:1/ group reading and phonics * intervention and support * afternoon recap and reflection |
| Email | * parent/child communication with class teachers (via school admin address) * parents provided with the direct emails for the Headteacher and Deputy Headteacher |
| Other digital curriculum platforms (padlet) | * other digital tools may also be used for children to share their learning |

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support these pupils to access remote education:

* Loan iPads to families if a request is sent to the school office
* Apply for additional data allowance for a family if a request is sent to the school office

Parents should email the school office or their class teacher if they need support with accessing our remote education.

We will also provide exercise books and any necessary stationery.

**2.2** **How much remote education will we provide?**

The amount set will be at least in line with the DfE minimum expectations:

Reception, Year 1 and Year 2: 3 hours per day on average

Year 3, Year 4, Year 5 and Year 6: 4 hours per day on average

Teachers will provide a timetable with suggested times for children to complete the tasks.

**2.3 Remote curriculum coverage**

Wherever possible and appropriate, we will follow the same breadth of curriculum in the remote learning as we provide in school. There will be planned opportunity for children to revisit, review and consolidate previous learning to ensure they can apply skills and knowledge across the curriculum and in different contexts.

A range of teaching approaches will be used to teach pupils remotely. These will include: recorded teaching (audio/video recordings made by a teacher), English and Maths interactive guided sessions lead by the class teacher, 1:1 phonics and reading with the teaching assistant, activities to be completed digitally or within an exercise book and signposted websites to further support the teaching.

2.4 Teachers

Setting work

**Reception Class (EYFS**)

* A weekly timetable with planned activities.
* Daily phonics session video recorded by the Class Teacher and shared on Tapestry.
* Daily story video recorded by the class teacher and shared on Tapestry.
* All activities shared via Tapestry.
* A weekly reading/ phonics group zoom session for all children
* 1:1 reading and phonics zooms for some children depending on identified need for support.

**Year 1 to Year 6 (KS1 and KS2)**

* A weekly timetable consisting of a daily pattern of a 30 minutes guided reading session; 1 hour of English; 1 hour of Maths; two hours of Foundation subjects; 15 minutes of directed physical activity
* A daily video for each Maths lesson, of the teacher modelling explaining and demonstrating the method to be used. Where videos of this material exist on other websites such as the Oak National Academy this may be used.
* Videos, when appropriate, of the teacher modelling/discussing writing activities in Literacy. Where videos of this material exist on other websites such as the Oak National Academy this may be used.
* 1:1 or small group reading zoom lessons will be provided by the Teaching Assistant or teacher for some children depending on identified need for support.
* One weekly guided group maths zoom will be provided by the class teacher for all children
* One weekly guided group Literacy zoom (reading or writing) will be provided by the class teacher for all children
* Daily Maths and English lessons will be uploaded onto Google classroom
* A clear expectation of which tasks must be prioritised, completed and uploaded for checking.
* Invites on google classroom will be sent out for individual pupils to attend a Zoom reading session with Teaching Assistants. Some children may be invited to attend more sessions than others depending on identified need for support.

**2.5 Supporting pupils with identified needs**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote learning without support from adults at home.

We will work with parents and carers to support these pupils by:

* Adapting activities to ensure the learning is accessible
* Providing interactive sessions with a teaching assistant or intervention teacher
* Liaising with outside agencies for advice to support pupils
* Maintaining regular contact by email or phone calls with the parents (and pupils) to provide further support and respond to any concerns.

**2.6 Daily Direct Contact for all children with teachers and support staff**

*This is a significant change from previous use of Zoom during lockdown. Every child will have a daily session, alternating between the class teacher and teaching assistant. The focus will be on the day’s learning and providing feedback and support.*

The children will meet each day, with either the teacher or TA (alternates each day), in a small group of 5. This will take place between 2:00 and 3:00pm. The session will last approximately 15-20 minutes. The children will receive a Zoom invite which will be posted on google classroom or on tapestry for reception children. The focus will be on the learning that has taken place that day with an opportunity for children to share and discuss their work with the teacher in a small group and receive feedback and encouragement. We hope this will motivate the children to complete all of the daily tasks. There is an expectation that all children attend these sessions.

**2.7 Providing feedback on work**

**Reception Class EYFS**

The teacher/ teaching assistant will comment on at least 2 pieces of work that parents have uploaded on Tapestry per week to motivate the child and also give ‘next steps’ for improvement. The work that the parent uploads will often be a picture of the practical activity along with a comment from the parent to explain how their child got on with the task.

**Year 1 to Year 6 (KS1 and KS2)**

* At least 1 piece of writing per week marked by the CT/TA and given ‘next steps’ for improvement
* At least 2 pieces of Maths per week marked by the CT/TA and given ‘next steps’ for improvement.
* Improvements must be acknowledged by an adult and fed back
* Expectations set for self-assessment
* TAs can also mark additional daily tasks throughout the week.

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

* Work will be monitored by the CT and followed up with SLT if not completed
* Children can post questions to the teacher on Google classroom and either the teacher or TA will respond within 24 hours.
* Parents can email class teachers via the office email address or headteacher and deputy headteacher email addresses. You should receive a reply within 48 hours.
* Parents can contact the school office by telephone and request an appointment to speak to a member of staff during school office hours.
* Complaints will be dealt with by HT and DHT in line with our Complaints policy.
* Safeguarding concerns will be fed back by class teachers to the Designated Safeguarding Lead and followed up in line with our safeguarding policy.
* Staff will follow the codes of conduct set out in the staff handbook when attending any virtual meetings with parents. Staff should protect themselves with a neutral background or a virtual background and ensure there are no personal items on display.

**2.9 Staff Sickness**

* It is possible that in the event of a bubble closing members of staff may also be off work with illness. In this event members of the Senior Leadership team would work together to ensure the above provision is covered.

3. Parents

The school cannot substitute for the presence of an adult at home, and therefore we must inevitably ask parents and carers to support their children through the day. We hope to do this in a partnership with parents.

We ask that parents:

* Be on hand as far as possible to support their child or children, helping them to manage their time and potentially guide them through the material.
* Make the school aware if their child is sick or otherwise can’t complete work, by contacting the school office by phone 020 7435 4135 or email: [admin@hampsteadprim.camden.sch.uk](mailto:admin@hampsteadprim.camden.sch.uk)
* Seek help from the school if they need it. In the first instance, they should contact the teacher or teaching assistant via the school office by email: [admin@hampsteadprim.camden.sch.uk](mailto:admin@hampsteadprim.camden.sch.uk) or phone: 020 7435 4135 since the member of staff may not be immediately available.

4. Governing board

The governing board is responsible for:

* Monitoring the school’s approach to providing remote learning to ensure education remains as high quality as possible
* Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

# 5. Monitoring arrangements

This strategy will be under constant review by the Headteacher and Governing Board.

**Appendix 1**

**Whole Class Morning Zoom (Monday & Wednesday)**

**Intent**

To explain expectations for the week’s home learning.

To encourage and motivate children to complete as much of the home learning as possible.

To have fun – class exercise etc..

**Implementation**

* 10 -15 minutes whole class Zoom meetings on Monday and Wednesday morning for Y2-Y6 **(On Monday only for Rec and Y1)**
* Teachers may share the timetable for the week and highlight which pieces of work need to be submitted and will be marked.
* Teachers may discuss any resources that might be needed.
* Children may receive praise and encouragement for their completed learning.
* Children may play games or exercise

**Impact**

* Children complete and submit a wide range of work provided across the curriculum on Google Classroom.
* Children feel excited about the learning for that week and are well prepared to share their learning confidently in Zoom meetings during the week.

**Guided Group Morning Zoom (one Maths and Literacy per week)**

**Intent**

To explicitly teach literacy (reading, writing or phonics) and maths knowledge and skills specific to the day’s lesson.

**Implementation**

15-minute Zoom meeting during the morning led by the teacher

Within Maths guided groups:

* Teachers may model answering questions following the calculation policy
* Teachers may scaffold and support children as they answer questions
* Teachers and children will review learning together and address misconceptions/errors
* Children may have the opportunity to ask questions for clarity and understanding

Within Literacy guided groups:

* Teachers may select to model writing sentences/short paragraphs
* Children and teachers may write sentences/short paragraphs together
* Children may be asked to review short paragraphs of writing, referring to the lesson’s success criteria and improve this alongside peers and the teacher
* Children may practise phonics, grammar and spelling skills
* Children may discuss comprehension questions around a text where reading is the focus

**Impact**

* Children learn, practice, revise and consolidate Maths and Literacy skills and knowledge
* Provides teachers with ongoing formative assessment opportunities which supports planning

**Afternoon Zoom (Daily)**

**Intent**

To review the learning that has taken place **across the curriculum** that day.

To motivate children to complete work ready for the session

**Implementation**

20-minute Zoom meeting at the end of the day

In this session, teachers may:

* Refer directly to PowerPoints/ Looms across the curriculum
* Ask children to share and discuss their answers to specific questions (either in the input of the lesson or a question they may have completed during the independent task)
* Challenge misconceptions - modelling using the whiteboard
* Allow children to share outcomes and explain why they completed a task in a particular way
* Allow children to reflect on their learning – identifying strengths and next steps
* Praise and reward children for attitude to learning and successes
* Provide time for children to be still – pray, think about the school’s Christian values etc

**Impact**

* Children complete home learning across the curriculum.
* Children celebrate success and identify next steps, reflecting on their learning.
* Children spend time sharing their learning with their peers.

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| **Appendix 2**  Hampstead Parochial CE Primary School  **Online and Home Learning Guidance**  **April 2020** | School logo |

Hampstead Parochial remain committed to safeguarding both children and staff members during this unprecedented time.

Please see the Online and Home Learning Guidance below which serve as a good reminder of some dos and don’ts.

Please also refer to the ‘Annex to our Safeguarding and Child Protection Policy’ in relation to school closures and our Online Safety Policy which can be found on our school website.

**Teachers and all other staff members**

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| Please **do** | Please **don’t** |
| |  | | --- | | * Remember professional boundaries and our Staff Code of Conduct – these have not changed during this period * Check all websites you direct children to and ensure they are appropriate. This applies to class teachers and to all other staff members contributing to home learning tasks * Ensure websites don’t contain links to other websites – if they do, check these as well to ensure they are appropriate * Provide online safety reminders for children and parents when appropriate and at regular intervals * Remember the website photo permission policy and continue to apply this * Set a clear time when you will close your email inbox for the day, in order to support your own work-life balance | | |  | | --- | | * Correspond with any email addresses which aren’t official parent email addresses * Assume websites you direct people to have appropriate adverts/pop ups - check these * Conduct phone calls or live videos with children or parents (with the exception of phone calls made by admin or senior staff when absolutely necessary, for example to ascertain the welfare of the child or family. All staff phone numbers should be hidden if phone calls are made.) * Produce any teaching videos of yourself to send to children or send any photographs of your home | |

**Parents**

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| Please **do** | Please **don’t** |
| |  | | --- | | * Respect the professional boundaries staff members continue to uphold * Supervise your child on all devices which have access to the internet * Stick to approved school channels of communication (use the school admin email address for queries about home learning and for other queries) * Allow teachers time to respond to email queries. Remember, they may need to seek advice from a member of the Senior Leadership Team before responding. * Stay in touch with class teachers, sending back your child’s work on Google Classroom and ensuring your children attend Zoom meetings held by the teacher * Expect the school to get in touch with families who do not maintain regular contact with class teachers in order to establish the welfare of the child | | |  | | --- | | * Ask teachers to teach online, to join live video or phone calls with children or parents or to tutor children individually * Assume website links teachers send as part of home learning instructions will automatically be safe. Although staff members will have checked sites, adverts/pop ups for your own device may be different and personalised * Don’t forget to check your parental control settings on all devices at regular intervals | |