

## Remote Education at Horton Park Primary School

At Horton Park Primary School, we believe that it is the professional duty of a teacher to contribute towards the development of the whole child both inside and outside the classroom. This responsibility must be at the heart of our strategy for remote education.

### Schools' duty to provide remote education

*Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.*

The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from Thursday 22 October 2020. See the [remote education temporary continuity direction explanatory note](#) for more information. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in the [guidance for full opening: schools](#) published in June.

In order for the school to maintain high standards of teaching, learning and pupil attainment, teachers need to be clear about the expectations of the school and others with regard to teaching and learning remotely.

Horton Park Primary School asserts that learning should always be a positive experience for our pupils. It should be ordered and progressive and should take place in an atmosphere of security, shared purpose and enjoyment. Our strategy for remote education aligns to this.

### Aims

Our remote education approach aims to:

- Ensure consistency in the approach to remote education for all pupils (inc. SEND) who aren't in school, through use of quality online and offline resources and teaching videos
- Provide clear expectations for members of the school community, with regards to the delivery of high quality interactive remote education
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being, and parent support
- Consider continued education for staff and Parents (e.g. CPD, supervision and parent consultation meetings)
- Support effective communication between the school and families and support attendance

### **Our approach applies to:**

- A child (***and their siblings if they are also attending Horton Park Primary School***) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Any pupils, who are not permitted to attend school as a result of the government announcing a local or national lockdown.

### **Resources to deliver our Remote Education Strategy include:**

- Marvellous Me
- Seesaw
- Google Classroom Inc Google Meet with video conferencing
- Online tools for EYFS; KS1; KS2; For example:
  - ✓ Mathletics
  - ✓ Times Table Rockstars
  - ✓ PurpleMash
  - ✓ Oxford Reading Buddy
  - ✓ BBC Bitesize
  - ✓ Oak Academy
- Use of recorded and live video for instructional videos, teacher input and assemblies.
- Welfare phone calls
- Printed learning packs
- Physical materials such as story books, stationery and writing tools
- Personalised resources for SEND pupils with specific needs

### **Home and School Partnership**

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

Horton Park Primary School will provide parent friendly step by step guides for use of online platforms and where required, personalised support such as one to one tutorials will be offered. Video tutorials with translation are also accessible to the Parents.

**The following advice has been provided for Parents/Carers to follow when remote education is required:**

- Create and stick to a routine, as this is what your child is used to at school. For example, eat breakfast at the same time each morning and make sure children are dressed before starting the 'school' day. Example remote education timetables have been provided for Parents to provide clear expectations for each day.
- Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over
- Support the teachers delivering recorded inputs by ensuring that your child has a suitable device, with sound and video function, and the relevant resources to hand
- Support the teachers delivering live lessons by ensuring that your child has the device's camera switched on and is engaging with the lesson.
- Ensure the location they log in from is appropriate for them to learn from and ensure the background is suitable before the lesson commences.
- Make sure there is no background noise during live lessons as this makes it difficult for children to concentrate and for the teacher to hear what children are saying.
- When the teacher, teaching assistant or another child is speaking, make sure that your child's device is on mute.
- Distinguish between weekdays and weekends, to separate school life and home life
- Stick a timetable up on the wall so everyone knows what they should be doing when, and tick activities off throughout the day
- Make time for exercise and screen breaks throughout the day to keep your child active. Ensure that children's work is submitted for feedback via the agreed channel such as Seesaw, Google Classroom or on paper delivered to school

All children sign an '**Acceptable Use Policy**' at school which includes e-safety rules and this applies when children are working on computers at home.

**Remote educational provision for individuals who are self-isolating or shielding**

Parents/Carers will be sent a weekly overview of activities that their child must complete. This will be uploaded on Marvellous Me and the school web site weekly.

As much as possible, work set will mirror the curriculum and learning that would have taken place in class. Links will be provided to take children to online lessons with explanations and activities.

**To do this a range of approaches will be used including:**

- ✓ Making use of a number of ready-prepared high quality online materials;
- ✓ Setting work through the online programmes purchased such as Seesaw, PurpleMash, Mathletics, Oxford Reading Buddy, TT Rockstars, LanguageNut,

Oddizzi, Kahoot etc. These provide feedback for teachers and learners, allowing us to measure levels of engagement and pupil progress as well as reducing staff workload.

- ✓ Providing recorded inputs and instructions for learning tasks.

Staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school.

Students at home should receive written feedback at least twice a week and all work acknowledged.

### **Remote educational provision for whole classes**

#### **If a child's class is asked to self-isolate or in the event of a school closure due to local or national 'lockdown'.**

##### **The first two days of a lockdown**

Although remote education will be available immediately, a pupil's first day of being educated remotely will look slightly different to our standard approach. This is because staff will be preparing for the longer period of remote teaching.

- For the first day the school will provide remote education in line with its provision for pupils who are self-isolating or shielding (see above).
- This means that all Parents/Carers will be sent a weekly overview of activities that their child must complete via Marvellous Me.
- As far as possible, work set will mirror the curriculum and learning that would have taken place in class. Links will be provided to take children to online lessons with explanations and activities.

##### **Our standard remote education approach (after the first 2 days of lockdown)**

- School will provide at least 3 hours of learning for each child in Foundation Stage and Key Stage 1, and 4 hours of learning for each child in Key Stage 2.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. English and Maths will, for instance, continue to be delivered on a daily basis and we will be providing a broad and balanced curriculum through Horton Park Curriculum lessons across the week. However, due to the reduced amount of time we are expecting pupils to work for each day, the Horton Park Curriculum may need to be slimmed down with our focus being on teaching the key knowledge and skills that we have identified as being essential for each subject.
- Teachers will deliver a mixture of live and pre-recorded lesson(s). The pre-recorded session will be available and can be accessible throughout the day.
- In order to support families with more than one child, live lessons across different year groups will be staggered.
- Parents/Carers will receive a weekly overview with instructions. The link to join a live session will be available on their Google Classroom. This link must not be

shared with anyone. All live lessons are recorded for safeguarding and monitoring purposes.

- It is very important that children are ready for the start of the lesson at their allocated time. A register will be taken, and phone calls home made when a child is not present. These phone calls will be made as soon as possible after the start of the 'live' lesson to enable missing children to log on and join the session.

Additional opportunities to join in with other time-scheduled live events will also be highlighted on the overview, for example Times Tables Rockstars Class competitions, Mathletics Live Maths, Kahoot etc.

Enrichment activity ideas will be spread throughout the week to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing.

- The learning sent home and live lessons are **not optional**. Children are expected to continue to access their statutory education in this way.
- Families without a suitable device, will be provided with one from school. Before borrowing a school device, Parents/Carers will be expected to read and sign the school's device loan agreement.
- At Horton Park, we have ensured that families have suitable devices to enable children to access the full remote education offer. In the event of circumstances arising which limit a family's access to a device the following contingency plans are in place:
  - The school will provide paper copies of work for each child, mirroring the remote offer and school curriculum. These will be available to collect from the school office.
  - Parents will be asked to submit children's completed work to teachers by hand or through the postal service.
  - School will seek to provide a suitable device for the child as soon as practically possible.
- Families have been contacted and those who have informed the school that they are without access to Wi-Fi, have been provided with Wi-Fi link. Parents/Carers are asked to stay in contact with the school via the school office or [info@hortonparkacademy.co.uk](mailto:info@hortonparkacademy.co.uk), to update us **should their access to WiFi become an issue**.
- Similarly, **families with a data allowance which is insufficient to allow their child to access the remote education available**, have been provided with Sim cards. These provide 30GB of data for 90 days.
- **Parents can apply for additional data allowance on mobiles to ensure that they are able to access the full remote education curriculum for their child.** Parents/Carers should contact the school office for further information about this.
- Teachers will set work for the pupils in their classes. This includes those responsible for individual groups in any year group.
- The work set should follow the usual timetable for the class had they been in school, wherever possible

- Weekly/daily work will be shared via the weekly overview (School Website, Marvellous me) This will be sent to all Parents ready for the start of each week.
- If a teacher is self-isolating but well, they are expected to continue to deliver the 'remote teaching expectations' outlined above, where a secure network and device is available to use from home.

An assembly will be pre-recorded by a member of the SLT to be viewed weekly by all pupils this will be shared via the weekly overview.

### **Additional support for pupils with particular needs**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with Parents and Carers to support those pupils in the following ways:

- Teachers will set bespoke work for pupils with SEND as appropriate. This will be a mixture of paper based and online learning. The paper-based activities can be collected from the School Office following social-distancing guidance.
- Google Meet breakout rooms will be set up to allow teachers and support staff to work with small groups of pupils, focusing on the provision of appropriate activities to enable pupils to make progress against their individual targets
- Bespoke teacher inputs will be provided to meet the needs of the pupils
- All Parents/Carers of pupils with an Education Health and Care Plan (EHCP) will receive Welfare calls where appropriate to share remote education expectations and appropriate support and advice offered

### **Early Years Foundation Stage**

- In order to support Parents/Carers of pupils in Reception, Horton Park Primary School will provide parent friendly step by step guides for use of online platforms and where required, personalised support such as one to one tutorials will be offered. Video tutorials with translation are also accessible to the Parents.

### **Providing feedback on work:**

Staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school.

- Pupils at home should receive personalised written or verbal feedback at least twice a week via Seesaw, Google Classroom and / or phone calls.
- Feedback will also take the form of:
  - Work marked automatically via the digital platforms: Mathletics; Kahoot; Oxford Reading Buddy and Times Table Rockstars. Marking from these platforms is fed back automatically to teachers, enabling them to track each pupils' progress, areas of need and levels of engagement.
  - Formative assessment during live lessons – this will include regular questioning etc.

- Regular quizzes and home learning projects which are uploaded to children's portfolios

### **Setting up live lessons**

- A lesson will be scheduled, and Parents will be notified of the timings by the class teacher
- Lessons, which may be pre-recorded, will also be provided and available throughout the day.
- The teaching of reading will remain a priority in key stages 1 and 2 so that children are able to access the wider curriculum. Phonics will be a priority in key stage 1 and taught as required across key stage 2.
- Sessions should provide opportunity for an input, an opportunity for children to have a go or to answer questions and for staff to give feedback. Future Independent tasks may also be set for children to work on independently once the session is finished
- Google Meet will be used to deliver all live lessons

### **Setting up the meeting /lesson**

- Meetings will take place using a Google account registered to a school email address. Personal email accounts **MUST NOT BE USED**

### **Keeping in touch with pupils who aren't in school and their Parents:**

- If there is a concern around the level of engagement of a pupil/s, Parents should be contacted via phone to assess whether school intervention can assist engagement
- During live lessons, support staff will take the register. The staff member will then contact, by telephone, the Parents of any pupils absent from the lesson. This will prompt the Parents/Carers to ensure that their child joins the lesson straight away
- Staff will send a weekly attendance/engagement spreadsheet to the Senior Leadership Team. This will provide information about the degree to which each pupil is engaging with the remote education timetable and associated activities. As appropriate, the SLT/Community Team will then contact Parents/Carers to address any issues and ensure full participation by every child.
- Where Parents/Carers continue to fail to ensure that their child is accessing the full remote education offer, they will be invited to a review meeting as necessary, held in school or via a doorstep home visit following strict social distancing guidelines to explore and address any barriers to engagement. A period of monitoring will then be set.
- All parent/carer emails should come through the Year Group or School Office account [info@hortonparkacademy.co.uk](mailto:info@hortonparkacademy.co.uk)
- Any complaints or concerns shared by Parents or pupils should be reported to a member of SLT. For any safeguarding concerns, refer immediately to the Designated Safeguarding Lead

### **Safeguarding & Remote Education:**

During any period of remote education, whether due to full 'lockdown', bubble closure or isolation the following expectations are in place to ensure the safeguarding of our pupils and families:

- A secure register of vulnerable pupils is available to the DSL and all Deputy DSLs.
- Each vulnerable child not attending or absent, will receive either a daily or weekly phone call home, dependant on need, from the DSL or one of the Deputy DSLs. The vulnerable pupil register shows the category of need for each pupil.
- If – despite numerous attempts –no contact can be made on day 1 and again on day 2, the DSL will be notified, and a police welfare check requested. Where appropriate, the family's social worker should also be informed. Depending upon the vulnerability level of a child, a home visit may take place following a lack of contact on day 1.
- The safety of both children and staff when using technology is paramount and we will be following relevant advice from the Innovation Centre, the Children's Commissioner, and the NSPCC.

**In order to protect both children and staff during online live lessons, we require that Parents / Carers agree to the following:**

- An appropriate adult must remain in the same room as the child or nearby during video or conference calls to monitor and ensure they are safe and using it appropriately.
- Children must take part in the meet-up in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in clothing that covers top and bottom half of the body) and sitting up ready to work and learn
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background. (Pupils to follow advice re: suitable background) Adults should avoid calling out answers to questions or talking loudly when a child is listening or speaking to a member of staff or the other children in the lesson. It is a good idea to mute the device when your child is listening so that background noise does not interrupt the lesson
- You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices
- Screenshots, photos or recordings of Google Classroom meetings must not be made, and the links must not be shared with others.

**We will ensure that:**

- No staff member will contact you or your child using Google Classrooms outside of any pre-arranged meetings and if they do need to contact you, they will arrange this over the phone.



- Teachers will ensure appropriate security settings are in place for the meeting
- Participants will be held in a virtual waiting room while their identity is confirmed. Your Google Classroom account must clearly identify you by name and renaming during the meeting will not be allowed. Participants' audio or video may be muted until appropriate and they may be removed from the room if school rules are not being followed
- Teachers will stay in the meeting until everyone has 'logged off'
- Teachers and any other adults on the call (or in the background) will use appropriate language/ behaviour throughout the call.
- Staff training is provided to ensure that the necessary security measures for the use of Google Classrooms is in place

**The following settings are in place to ensure the security of the meeting:**

- Waiting room feature
- Locking the meeting so once it's started no-one else can join
- Controlled screen sharing - so children can't share their screen
- Locked down chat so children cannot privately message others outside of school hours. Raised hand function for children who want to participate in the lesson.
- Removal of a participant if someone is there who shouldn't be
- **All lessons will be recorded.** Staff will let their class know that they are about to record and Parents will be informed that copies of all lessons are saved.
- Lessons will be delivered from a quiet room or area. When broadcasting a lesson or making a recording, staff must consider what will be in the background.
- Staff **must not** arrange one to one meetings, only group lessons should take place.
- Staff must ensure that language is professional and appropriate.
- Children must have the basic expectations explained to them e.g., ensuring they log on at the right time, muting when they are not talking, logging on in an appropriate space - not a bedroom.
- Links to live lessons must be shared with the Senior Leadership Team

**With the increased use of digital technologies that comes with remote education, safeguarding implications need careful consideration.**

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

An online safety guide will be provided for families via the schools website.

Online safety concerns should still be reported to the school's Online Safety Team. Parents can do this by emailing [info@hortonparkacademy.co.uk](mailto:info@hortonparkacademy.co.uk)

### **The following websites offer useful support:**

**Childline** - for support

**UK Safer Internet Centre** - to report and remove harmful online content

**CEOP** - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

**Internet matters** - for support for Parents and Carers to keep their children safe online

**London Grid for Learning** - for support for Parents and Carers to keep their children safe online

**Net-aware** - for support for Parents and careers from the NSPCC

**Parent info** - for support for Parents and Carers to keep their children safe online

**Thinkuknow** - for advice from the National Crime Agency to stay safe online

UK Safer Internet Centre - advice for Parents and Carers

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

The school's usual safeguarding procedures and staff code of conduct **must** be adhered to. If anything is seen or heard that would usually require a referral, report immediately to the DSL. Screens can be muted whilst the teacher contacts a named person.

### **Roles and responsibilities:**

#### **Teachers**

**To note:** the suggested responsibilities below relates to where a whole class/bubble is isolating or in lockdown and would be reduced when it is fewer children isolating and most of the class are in school.

- When providing remote education, teachers must be available between their usual work hours.
- If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.
- When providing remote education, teachers are responsible for setting work.
- Horton Park Primary School will provide a refresher training session and induction for new staff on how to use the chosen remote platform e.g. SeeSaw and Google classroom

#### **Teaching Assistants**

- Teaching assistants must be available throughout their usual working hours.
- If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.
- During the school day, teaching assistants must complete tasks as directed by a member of the SLT / Class Teacher. This will, as far as possible, involve

joining any 'live' lessons as requested in order to be able to support children more effectively.

### **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote education approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote education through, for example, drop-ins to 'live' lessons, regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and Parents
- Monitoring the security of remote education systems, including data protection and safeguarding considerations

### **Designated Safeguarding Lead**

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy

### **The SENDCo**

The SENDCo is responsible for:

- Liaising with the SLT to ensure that the technology used for remote education 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 and Provision Maps
- Identifying the level of support

### **Pupils and Parents:**

#### **Staff can expect pupils learning remotely to:**

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers (using the year group email)
- Alert teachers if they are not able to complete work

#### **Staff can expect Parents/Carers with children learning remotely to:**

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Follow the 'remote education advice and expectations' sent to them (see above)
- Be respectful when making any complaints or concerns known to staff

## **Local Advisory Board**

The governing board is responsible for:

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

## **Links with other policies and procedures**

Our approach is linked to the following school policies:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Professional Code of Conduct for Staff
- Privacy policy
- Remote education strategy