Remote Learning Protocol

January 2021

Contents:

1. Aims:

This Remote Learning Education Protocol aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school through use of quality online resources, live lessons and teaching videos.
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support for motivation, health and well-being and providing parent support.
- Consider continued education for staff and parents (e.g. CPD, Supervision and teacher support for parents).
- Provide effective communication between the school and families to support attendance.

2. Content And Tools To Deliver This Remote Education Plan:

Resources to deliver this Remote Education Protocol may include:

- Online platforms, Google Classroom and Google Meet
- Use of Recorded video, live lessons and assemblies
- Phone calls home
- Physical materials such as text books and writing tools.
- Use of Oak National Academy, Sumdog, MYON, and TT Rockstars alongside other appropriate websites to support learning.

Students must use their@norwichprimary.org.uk email account to log in to the Google remote services provided by the academy. No other email addresses will be permitted to join Google Classroom or allowed into a Google Meeting.

Staff must use their @inspirationtrust.org email addresses for any communication with students or parents during remote learning. If a member of staff uses a personal device such as a mobile phone to contact home then it is their responsibility to ensure that their telephone number is not shared.

3. Minimum Expectations For Remote Learning

Quantity	Quality
EY: *two to three hours of remote education a day for pupils, on average* **KS1:** *three hours of remote education a day for pupils, on average* *KS2: four hours of remote education a day.*	**Expectations across all key stages:** ● Learning materials that maintain fidelity to the Trust curriculum plans, sequencing and approaches. ● All pupils have access to IT devices and WiFi ● Digital content that includes at least 75% video or 'live teaching' daily. ● Regular and effective formative assessment that allows for the identification of learning misconceptions, so these can be effectively addressed. ● Summative assessment implemented according to the Trust assessment calendar. ● PSHE and RHE content in line with the school curriculum and trust policy. ● Pastoral support to support pupils' emotional wellbeing, including regular 'live' check ins. Best practice is daily. ● E-safety content to ensure that pupils and staff are safe online when working remotely. ● Effective support to ensure all learners can access the learning and make progress, particularly SEND pupils. ● Set assignments/tasks so that pupils have meaningful and ambitious work each day in a number of different subjects. ● Written feedback at least weekly, and/or whole-class feedback where appropriate. ● Easy access to technical support for parents/pupils.

4. Home and School Agreement:

In the event of school closure to pupils during the Covid 19 pandemic, this document outlines our provision and expectations for our school community.

Learning from home will include access to the following:

•   Live lessons at specific times on Google Hangouts linked to the Google Classroom
•   Recorded lessons/narrated PowerPoints
•   Lesson materials shared on Google Classroom
•   Home learning tasks set on Sumdog, Times Tables Rockstars and MYON

All teachers will be providing lessons in maths and English during any time of bubble absence or whole school closure. These lessons will take place at 10am for English and 2pm for maths. These lessons will be accessible via the Google Classroom where a link will be posted for a Google Hangout. During the period in between the live lessons pupils are expected to complete the work posted in the Google Classroom. This work will consist of a series of videos, PowerPoints and worksheets for the children to complete. In addition to this, work will be scheduled for completion on MYON and on Sumdog ensuring that every child has sufficient work to complete for a whole school day of learning.

If a child is self-isolating but not part of a bubble self-isolation then the teacher will post a link in the Google Classroom to enable the child to be streamed live into the lesson. This will occur for the entire day allowing the child to participate in all lessons as they would in school.

It is vital that parents contact the school via telephone or email if they are unable to login to their Google Classroom account.

Live lessons
All pupils should attend their live lessons on Google Hangout unless they are unwell. Parents should make the school aware of any problems they have with technology so that work can be printed and collected, although this is not ideal. Pupils and teachers should use their camera for the lessons and all pupils should leave themselves "muted" until the teacher asks them to speak. There will be opportunities in the lesson for pupils to ask and answer questions.

Below is a set of Remote Learning Agreement behaviours, which are linked to our Behaviour policy. All pupils are required to follow school behaviour expectations and policies. If a child's behaviour falls below the expectations stated within this policy parents will be contacted.

Do's	Dont's
• Pupils should only use technology at home when supervised by their parent or guardian. • Pupils should conduct video	• During the Google Hangout pupils must not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If a student accidentally comes across any such

- learning in an open space at home – e.g. a living room etc. Student bedrooms are **not** regarded as appropriate.
- Pupils must use their own login – it is against the user agreement with the school to give access or share a password with anyone else.
- Pupils should remain attentive and respectful during sessions and ensure that they are free from distractions. Pupils should not be using personal social media in lesson time.
- Any contact with teachers should only be through the platforms agreed by the school and not through personalised accounts open to public viewing, comments or sharing.
- Pupils must ensure that all communication with other pupils and teachers using the Google Classroom or other live learning technology is appropriate, responsible, and sensible.
- Pupils should continue to be respectful and polite and avoid posting negative comments.

- material, they should report it immediately to their teacher or parent/guardian.
- Pupils and parents should not use live platforms to discuss personal matters. Parents can contact the school either on office@norwichprimary.org.uk or can email teachers directly.
- Pupils must not record or take photos of teachers during live lessons, nor share lessons publicly.
- If pupils are communicating through Live learning, pupils should avoid using shorthand text speak and write as they would speak in class.

Pupil Name	
Year Group	
Parent Signature	
Date	

5. Roles and Responsibilities:

School will be closed to all pupils except our vulnerable and key worker children. All teachers are required to complete remote learning with their classes throughout the day. We will be offering education to key workers and vulnerable children through the use of bubbles - this will be covered by teaching assistants and the inclusion team.

Remote learning

- Work will be set daily by posting a stream on Google Classroom at 8AM which includes the lessons and work for that day.
- Live lessons will take place at 10am and 2pm daily. The 10am lesson will focus on English and the 2pm on maths. Online resources will be set in between these live lessons.
- 5 minutes before the google meet starts the teacher will ensure a google hangout link is put on the Google Classroom where children will be able to join for the live lessons.
- Teachers will need to record attendance during this session on the attendance spreadsheet.
- Any child that does not attend the live sessions during the school day will need to be called by the teacher (same day) to chase non-attendance and offer support with accessing the Google Classroom.
- If no contact is made the teacher will email SLT and report this non-attendance. SLT will then contact the families themselves. If SLT is unable to make contact then a home visit will be conducted by the DSL team.
- Teachers will be on the Google Classroom throughout the school day answering questions, commenting on work, marking and returning work.
- Teachers will reply to parents who have commented about the work and/or posted photos.
- It is vital that we get as many children online as quickly as possible. Teachers will track attendance closely, calling non-attenders and flagging attendance issues with SLT via email.

6. Timetables

Children:

	9	9.15-9.45	10-11	10-10.30	11.15-11.45	11.30-12	1-2pm	1.15-1.45	2-3
R	Live assembly on Mon, Weds, Fri	TA Reading group		Phonic /English group 1	TA Reading group	Phonic /English group 2		TA Reading group	Maths lesson
1	Live assembly on Mon, Weds, Fri	TA Reading group	English lesson		TA Reading group			TA Reading group	Maths lesson
2	Live assembly	TA Reading	English lesson		TA Reading group			TA Reading group	Maths lesson

	on Mon, Weds, Fri	group							
3	Live assembly on Mon, Weds, Fri	TA Reading group	English lesson		TA Reading group			TA Reading group	Maths lesson
4	Live assembly on Mon, Weds, Fri	TA Reading group	English lesson		TA Reading group			TA Reading group	Maths lesson
5	Live assembly on Mon, Weds, Fri	Academic mentor Reading group	English lesson in two groups		Academic mentor Reading group			Academic mentor Reading group	Maths lesson
6	Live assembly on Mon, Weds, Fri	TA Reading group	English lesson in 4 groups		TA Reading group		Maths lesson in two groups		TA reading group

During times in between live lessons or reading and mentoring groups work is set on the google classroom for children to complete.

Teachers:

Time	Activity
9am	Share link for the assembly in the google stream
9.30am	Work set online for session 1 English
10am	Live English lesson KS1 - 30minutes KS2 - upto an hour
11am	Posting work in the google stream and feeding back on work completed. Calling any non-attenders to live lesson 1
12 noon	Lunch
1pm	Setting work on google classroom for wider curriculum and feeding back on work completed
2pm	Live maths lesson KS1 - 30minutes KS2 - upto an hour
3pm	Following up non-attendance to live lesson 2

Teaching Assistants and Inclusion Team:

Teaching assistants and the inclusion team are used in school to provide support for vulnerable children and keyworkers. The children will be supported in accessing the online learning with their class teacher. Any down time will be used to access Sumdog or MYON.

The expectation is that the children will join the Google Classroom with their classmates and with their class teacher. The member of staff supporting will be there purely to monitor and support.

We will run a KS2 bubble and a KS1 bubble.

In school guidance
- For the KS2 bubble, all children use the junior hall and the toilets in the corridor outside the hall.
- The junior hall exit will be used to move onto the car park for entry and exit. The bubble will access the playground via the year 5 exit.
- KS1 bubble to use the reception area of the school. The toilets within this area will be used. The infant hall entrance and exit will be used.
- Staff must wear a visor or mask at all times.
- Social distance should be maintained wherever possible.
- Take lots of time outside for breaks.
- All Teaching Assistants are first aid trained and will administer first aid on site.

SLT and Office staff will man the main reception telephones and will be available on the radio.

SLT

During lockdown it is vital we able to support our community. In order to do this we must monitor a variety of things to ensure our children are receiving the best offer of remote learning and care.

Time	Task
08:00 - 09:00	In school - Ensure key worker groups are ready and staff absences are covered At home - Check streams are up for each year group by 8am - Check links to ensure they work. Troubleshoot and inform the teacher to support them.
09:00 - 10:00	In school - On main reception, monitoring parent phone calls and support the office team with enquiries At home - Meetings linked to curriculum and inclusion
10:00 - 11:00	Monitor live lessons Angela - teaching in year 6

11:00 - 12:00	Check registers are being completed for each year group and ensure relevant people are phoning non attenders.
12:00 - 13:00	Lunch + exercise/headspace
13:00 - 14:00	- Collate total number of children not present - Chasing urgent safeguarding concerns - Ringing parents to emphasise the importance of children submitting work.
14:00 - 15:00	- Welfare checks on parents - Monitor live maths lessons

Designated safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns as they arise. They are also to make twice weekly phone calls to support our vulnerable families. This is all to be logged on the vulnerable contact sheet.

SENDCo

The SENDCo is responsible for continued contact with our SEND children who are not attending school. They are also to make weekly phone calls to support our SEND families not attending school. This is all to be logged on the vulnerable contact sheet.

Office Staff

- Manage the office, answering email and telephone queries from parents. This information to then be passed on to class teachers.
- Be responsible for the allocation and delivery of devices and internet dongles.
- Chase non-attendance where teachers cannot contact the families.

Site Staff

- Responsible for overseeing the organisation of the implementation of the COVID risk assessment and enhanced cleaning schedule in school.
- Reporting any issues to the PA.
- Ordering and supply of cleaning stock; wipes, sanitizer, fogging, etc.
- Preparing the school for re-opening.

Parents and Pupils

Staff can expect students learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or the main school office.
- Be polite and respectful to teachers and fellow students when working remotely.
- Understand that your online activity using your @norwichprimary.org account is monitored.
- Follow and agree to the Norwich Primary Academy Remote Learning Agreement

Staff can expect parents with children learning remotely to:
- Ensure their child logs on to the daily live lessons.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it. Including where they cannot access appropriate technology to support online learning.
- Ensure their child is in an area of the house that is quiet and free from distractions.
- Show an awareness of e-safety and how to ensure that their child is safe whilst working online. If you have any concerns or need further information on e-safety then you should contact the school immediately. Including watching the termly safeguarding videos from Ms Fuller.
- Follow the Norwich Primary Academy Remote Learning Agreement.

7. Safeguarding Google Meets and Communication

Calls and communication home during periods of lockdown are vital in checking the wellbeing of students.

- If a member of staff uses a personal device such as a mobile phone to contact home then it is their responsibility to ensure that their telephone number is not shared. The only contact made by phone should be to a parent contact number on SIMS or that has been shared by Jayne Gibbons.
- Always ensure that any email communication is carried out through your @inspirationtrust.org email account.
- All contact with students including for wellbeing checks should be through school email accounts and/or google meets.
- Google meets will always contain at least 3 children with any teacher.
- Any complaints or concerns shared by parents or students should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL using the normal CPOMS procedure.
- Complete the daily attendance from immediately following the morning meeting, making contact with those children not present. If after 2 attempts no contact can be made refer to SLT.

8. Assessment and Participation

Participation

We will be recording attendance via a google sheet. We will be monitoring am and pm attendance daily. Attendance will be recorded as present if the child has accessed their live lesson or have submitted a piece of work for English in the morning and a piece of work for maths in the afternoon.
In terms of year 1 and EYFS we will be recording attendance as viewing videos, participating in live lessons and submitting work to their teachers.

Following the live lessons any non-attendance will be followed by the teacher. Attendance in school is monitored by the Teaching Assistant and Inclusion Team, the office staff will complete first day calling as required for these children.

Assessment and Feedback

We reviewed our current practice against the seven broad principles of effective feedback. We decided that **effective modelling prior to learning and following tasks would be the most effective way of ensuring effective feedback was given to all children, whilst maintaining appropriate workload for staff.**

Here are some ideas of how to gain feedback from children. Teachers should aim to incorporate these into their live lessons and daily work set on google classroom.

- **Google form quizzes** - to be completed with parent support where required. Teacher to analyse and identify common misconceptions/mistakes. To be used principally for maths and wider curriculum.
- Whole class feedback via live lessons. Teachers create an example response that picks up 3 common mistakes and corrects them. Staff then create tasks to allow students to act on the feedback and make corrections. **Modelling success in the appropriate context. This is the key principle, acting as success criteria, feedback and providing appropriate levels of challenge.**
- **Teachers select at least one piece of writing for students to share each week. Uploaded via G Classroom.** Teachers record and review all work and provide either whole class feedback (as above) or individual written feedback via classroom. Follow up task then set.
- In live lessons teachers use the **'Poll' function** to allow them to conduct swift AFL activities and allow for additional explanation and/or amended activities in planning.

- Teacher phone calls to reinforce any feedback with families.
- Videos on Google Classrooms and work sent in via assignments allows for record keeping and progress over time to be visible.
- **Daily rewards** on Class Charts

EYFS

We will be splitting our EYFS groups into smaller phonics groups for teaching, this will enable formative assessment to take place and ensure that the children are making progress in phonics.

9. SEND provision

Remote learning access
All SEND children have been offered a place in school for the duration of lockdown. Where families refuse this support they are a priority for class teachers to monitor. This includes ensuring they attend the daily live lesson and scaffolded online work.

Work is scaffolded on Google Classroom and assigned to individuals where appropriate. Where SEND children are unable to read at age related expectations class teachers are provided with resources that enable access and support them to complete the work. Daily small group sessions take place to provide support for our SEND children and low prior achievers.

The children attending school are provided with small group support, 1:1 reading and 1:1 mentoring.

Parental support

Parents of high needs SEND children (EHCP) will be spoken to by the SEND coordinator and encouraged to attend school. All SEND children will have daily contact with the class teacher to ensure their needs are being supported during remote learning. This is also followed up by a weekly call from the SENDCo to check progress and find out if any more support is required, during this call we will be encouraging families to send their child into school.

Appendix 1. Help Sheets and Videos.

The following help guidance sheets and videos have been created and shared with all parents. These are also available to parents on Google Classroom and via the Norwich Primary Academy website.

NPA 2020 Parents' Guide to Google Classroom

Safeguarding Information Video for Parents

Safeguarding Parent Newsletter

The school office is available daily for contact between 8.30am and 3.30pm. The office@norwichprimary.org.uk email is monitored daily.