Grimsdell

Remote Learning Policy

October 2020

Contents Page

Rationale

Since the full re-opening of school in September 2020, most of our pupils have returned to school full time. However, due to the ongoing risk of local or national outbreaks of Covid-19, we are required to put in place plans to continue our educational provision should individual, or groups of, pupils need to self-isolate.

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

Remote education good practice, DfE , October 2020

This policy draws on recommendations made in the following:

Government guidance:

https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions

https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice

The Education Endowment Foundation (EEF) research evidence on supporting pupils to learn remotely

https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/

Definitions:

Blended learning is an approach to education that involves a mixture of online resources, digital media and traditional teacher-led instruction.

Remote learning is where the pupil or the teacher is not present in the usual classroom environment.

Aims

This policy aims to:

- ensure that pupils continue to make progress in their learning whether they are at school or at home;

- provide guidance to pupils and parents about expectations of blended learning in different circumstances;

- provide guidance to staff on how to approach blended learning while keeping their workload manageable;

- ensure consistency across departments and year groups in the school.

Remote Learning Leads

Yuka Matsushita (Assistant Head Teaching and Learning), Emily Jenner (Assistant Head Early Years) and Jo Golden (Head of IT) have joint responsibility for our provision of Remote Learning.

Key Guidance

Since March 2020, schools have had to develop their digital and remote learning programmes very quickly. Over the last few months, research into blended learning has grown in response to this.

The EEF identify the following key considerations when implementing strategies to support pupils' remote learning.

1. **Teaching quality is more important than how lessons are delivered**
   Teachers should ensure that elements such as clear instructions/explanations, supporting materials/resources and feedback are provided in their remote teaching (whether this be live, or on a pre-recorded video).

2. **Ensuring access to technology is key, particularly for disadvantaged pupils**
   Lack of access to the appropriate technology will be a barrier to learning for pupils. We need to be aware of which pupils may need support in this area. Teachers and pupils also need support and guidance in using any digital platforms or new technology.

3. **Peer interactions can provide motivation and improve learning outcomes**
   Pupils' learning will be improved via the use of discussion and any opportunities for collaborative work.

4. **Supporting pupils to work independently can improve learning outcomes**

Pupils will be encouraged to work independently after initial support given by the teacher/parents. Teachers should provide opportunities for pupils to reflect on their work or consider strategies for improvement.

5. **Different approaches to remote learning suit different types of content and pupils**

As a staff we will reflect on our practice and review the different approaches to remote learning.

Asynchronous and Synchronous learning

When a teacher and pupils are present at the same time, synchronous learning will take place. Real-time interaction between the two can either take place via in-person classes for those pupils in school, or via live online sessions for those pupils at home.

Asynchronous learning does not require real-time interaction. Examples of asynchronous learning are the posting of lesson activities or resources on to a remote learning platform, recorded instructions (either by the teacher themselves or via links to useful explanations on YouTube for example).

Our remote learning program will include elements of both asynchronous and synchronous learning.

Remote provision

It is clear from the research that remote learning should include a variety of different methods and activities to provide for our pupils who are learning at home. This should include, among others things, online materials, live interactions, opportunities for discussion, recorded instructions/lessons, assessment quizzes, independent study, collaborative work etc.

Our remote learning platform is Tapestry (EYFS) and Google Classroom (KS1). For Tapestry, teachers will post the daily tasks, give feedback (written/oral) and, where appropriate, post links to Google Meets to the pupils. Pupils will also submit their work via this platform. On Google Classroom, teachers will post assignments, give feedback (written/oral) and, where appropriate, post links to Google Meets to the pupils. Pupils will also submit their work via this platform.

Homework is set for all pupils in KS1 and Early Years on Google Classroom and Tapestry respectively, whether they are in school or at home. Feedback for homework will be given via the comments tool on Google Classroom/Tapestry.

Any concerns regarding GDPR may be addressed in the Foundation's Data Protection Policy. All policies can be viewed here https://www.millhill.org.uk/policies-procedures/

Provision for different circumstances – Early Years

Child is self-isolating after returning from a holiday destination on the travel quarantine list.	• No remote learning will be provided as this is a known risk/disruption to education (Foundation wide policy).
Child is self-isolating due to coronavirus symptoms/positive test. **Child is self-isolating due to coronavirus symptoms/positive test, but is well.**	• No remote learning will be provided if the child is unwell. • Remote Learning will be provided via Tapestry for all areas of learning as per the child's normal class timetable.
Teacher is self-isolating due to coronavirus symptoms/positive test.	• Supply cover arranged. • Class teacher to support by providing planning/resources/contact with parents (depending on severity of illness).
Child is self-isolating due to a member in their household having symptoms/testing positive/NHS Track and Trace/medical advice to shield. **Remaining children still in school as normal.**	Class teacher is responsible for: • Uploading all resources/activities to Tapestry for their class. • Liaising with specialist staff (PE, Music, French, SEN, Enrichment), requesting for work to be uploaded onto Tapestry as per the class timetable. • No video lessons or live streaming of in-school lessons. • Bug Club reading books. No Guided Reading. • Brief feedback/acknowledgement of pupils work on Tapestry
Teacher is self-isolating due to a member in their household having symptoms/testing positive/NHS Track and Trace/medical advice to shield. **Class remains in school as normal.**	• Year group to plan as normal and distribute tasks accordingly. Teacher self-isolating to join meeting through Zoom. • Supply cover will be arranged for your class. • Class teacher is responsible for providing all lesson plans and resources, liaising with the supply teacher and maintaining contact with the parents.
Whole class bubble (Nursery AM and PM) are self-isolating (remaining classes in the year group are still in school as normal).	• Year group to plan as normal and distribute tasks accordingly. Teacher self-isolating to join meeting through Zoom. Class teacher is responsible for: • Uploading all learning to Tapestry • Liaising with specialist staff (PE, Music, French, SEN, Enrichment), requesting for work to be uploaded onto Tapestry as per the class timetable.

	• To produce one 'Explain the day video' with a warm class greeting and a brief explanation of the lesson tasks children are expected to complete throughout the day. (or a subject that would suit particularly benefit from a video) • Marking/feedback of work on Tapestry (same level of detail as lockdown remote learning). • Live video session once a week with whole class – play Simon says, read a story etc. • Responding to parent emails (up until a certain time as per remote learning).
Year group (all three classes) are in quarantine at home.	Return to full remote learning provision as per lockdown last term. Teachers plan together to provide: • All learning uploaded to Tapestry via a daily post clearly listing the days learning. • Weekly objectives posted to show progression, expectations for the week and links to the EYFS curriculum. • Videos posted to teach maths, phonics, fine motor/handwriting, Expressive Arts and Design and Understanding of the World. • Monday Morning 'Meet and Greet' session via Google Meet. • Additional weekly live session with class. • Guided Reading live session (Reception only in Spring and Summer Term). • Reading allocated on Bug Club with additional material on Oxford Owls. • Specialist teachers to upload lessons through Tapestry or Google Classroom (as appropriate). • TAs and teachers to give written/verbal/video feedback to work uploaded by families on to Tapestry.

Provision for different circumstances - KS1

Child is self-isolating after returning from a holiday destination on the travel quarantine list.	• No remote learning will be provided as this is a known risk/disruption to education (Foundation wide policy).
Child is self-isolating due to coronavirus symptoms/positive test. **Child is self-isolating due to coronavirus symptoms/positive test, but is well.**	• No remote learning will be provided as the child is unwell. • Bug Club reading books will be assigned as normal. • Remote learning will be provided via Google Classroom for all subjects as per the child's normal class timetable. • Bug Club reading books will be assigned as normal.
Teacher is self-isolating due to coronavirus symptoms/positive test.	• Supply cover will be arranged. • Class teacher will support their class by providing planning/resources/contact with parents (depending on severity of symptoms/illness).
Child is self-isolating due to a member in their household having symptoms/testing positive/NHS Track and Trace/medical advice to shield. **Remaining children still in school as normal.**	• The Head's PA/administrator and School Nurse will inform SLT of the pupil/s who are self-isolating at home. The assigned Remote Learning Support Teacher (Helen Down) will be responsible for: • Assigning work previously saved as a draft to pupil/s self-isolating. • Marking work submitted and providing feedback/acknowledgement on Google Classroom. • Feeding back to the relevant class teacher, providing an update on the child's/children's progress. The class teacher will be responsible for: • Assigning Bug Club reading books as normal. Please note: • No video lessons or live streaming of in-school lessons. • No Guided Reading.
Teacher is self-isolating due to a member in their household having symptoms/testing positive/NHS Track and Trace/medical advice to shield. **Class remains in school as normal.**	• Supply cover will be arranged for the relevant class. • Year group will plan as normal and distribute tasks accordingly. Teacher self-isolating will join the meeting via Zoom. • Class teacher will be responsible for providing all lesson plans and resources, liaising with the supply teacher and maintaining contact with the parents. • The above will be dependent on the severity of the teacher's symptoms/illness.

Whole class bubble are self-isolating (remaining classes in the year group are still in school as normal).	• Year group will plan as normal and distribute tasks accordingly. Teacher and TA self-isolating will join the meeting via Zoom. Class teacher supported by their TA will be responsible for: • Uploading all resources to class specific Google Classroom (Powerpoint slides and worksheets for daily Phonics, Maths, Topic and homework). • Producing editable worksheets for children to use online (e.g. Google Slides etc.) to help structure lessons for pupils/parents. • Producing one 'Explain the day video' with a warm class greeting and a brief explanation of the lesson tasks children are expected to complete throughout the day. • Marking/feedback of work on Google Classroom. • Guided Reading (one group per day). Children will therefore be heard reading once per week as normal. • Responding to parent emails (up until a certain time). Specialist staff will be responsible for: • Liaising with Helen Down if there is any additional work to be uploaded onto Google Classroom. • A folder of Lockdown Music/PE/French/Computing and Enrichment content will be posted in Google Classroom already for parents/pupils to dip into.
Year group (all three classes) are in quarantine at home.	Year group teachers will be responsible for: • A daily 'stream' post On Google Classroom clearly describing the days learning. • Providing daily Phonics, Maths and Topic lesson videos and activities. • Leading a Monday Morning 'Meet and Greet' session via Google Meet. • A live Guided Reading session (once per week for each child). • Assigning 6 Bug Club reading books for children to choose 3 books (Oxford Owls will be used as free choice). Specialist teachers: • A bank of activities will be provided on Google Classroom for pupils to dip into.
Whole school closure	As above with the following in addition: • Specialist staff will provide lesson videos and tasks for each year group, once per week.

Assessment

Baseline assessments will take place in the first week of school in September. This will include the Salford Reading Test in Year 2 and Anima Phonics assessment in Year 1. For pupils who are at home during assessments, provision will be put in place for them to take the assessments on their return to school. For those pupils isolating for longer periods of time, special provision will be made on a case by case basis.

Classwork will be marked as per our Feedback and Marking policy by the class teacher/TA and specialist staff where appropriate. The majority of feedback in class will be verbal.

Remote learning will be marked by the class teacher/TA and other staff assigned to support with marking. This will be via the comments tool on Google Classroom for those working at home.

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available to all teachers for SEND pupils and advice can be sought from the SENCo (Special Educational Needs Coordinator).
Any pupils that have been identified as SEN and are currently receiving support at school from the SENCo, will receive 1:1 or small live group lessons. The school SENCo will also provide regular contact with SEN pupils should they require check-ins to monitor school work and emotional wellbeing.

Pastoral Care

During a school closure the primary responsibility for the pastoral care of the pupil's rests with their parent/guardians. However, class teachers (under the guidance of the Deputy Head) will check in with their class via a Google Meet every Monday morning. These 'Meet and Greet' sessions will provide an opportunity for teachers to summarise the week's activities, support pupil wellbeing and for pupils to share their worries and engage in a fun whole class activity.

Class teachers will be expected to pass on any feedback to the Deputy Head and Assistant Head Pastoral, particularly if there are concerns or a lack of communication. Pupil attendance will be monitored by the Head's PA/administrator (Silvana Webb). Following the Monday morning Google Meet session, class teachers are responsible for informing the Head's PA/administrator if children are absent from the session. Tuesday to Friday, parents will complete an attendance form online via Google Classroom.

The school counsellors will continue to work alongside the school's Pastoral team and will work with children and families identified as requiring additional support. This will be under the guidance of the Deputy Head. Appointments will continue remotely via Zoom.

Safeguarding and Online Safety

In the event of a school closure, pupils, parents and teachers are reminded that The Policy to Promote the Welfare of Children who are Pupils at the Foundation still applies to all interactions between pupils and teachers. This policy clearly outlines to whom children and parents should raise a safeguarding concern and it also sets out the reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead via MyConcern, see the table below:

Designated Safeguarding Lead	
Mill Hill School (MHS)	Mr James Dickin, Deputy Head (Pastoral)
Belmont	Mr Paul Symes, Senior Deputy Head (Pastoral)
Grimsdell	Ms Jenny Ticehurst, (Deputy Head and EYFS Safeguarding Lead)
The Mount, Mill Hill International	Ms Sarah Proudlove (Deputy Head)

Remote Feedback and Marking Guidance in KS1

Feedback	**Written** using the comment box on Google Classroom. **Oral:** using Seesaw or Google Classroom using Vocaroo-online voice recorder (Google Classroom). https://vocaroo.com/ Under normal circumstances in school, not all pieces of work would be formally assessed by teachers. This will continue to be the case in the event of Remote Learning. These tasks will be set as 'materials' rather than an 'assignment'. Given the nature of the remote tasks, the type of feedback teachers will provide may not have the same format as marking in school (for example on a 3 Stars and a Wish assessment certificate). **Possible feedback and marking methods may include:** • Using the 'Comment' box on Google Classroom or Seesaw to leave written/verbal feedback, ensuring that children's work is marked with formative comments recognising their achievements and steps to improve (where necessary). • Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research (The No More Marking Blog). This will be fed back to children during the Monday Meet and Greet session or via the classroom announcement page.
Smileys and Learning Friends	😀 A smiley face emoji will be used to indicate if a smiley has been awarded. 🐝 🐴 🐢 🦉 🕷 🦜 🐱 The relevant animal emoji will also be used to indicate if a Learning Friend has been awarded. Parents will be provided with a key and made aware of this system.

English	**Reading:**
	• Verbal feedback provided during the Guided Reading session.
	• If children 'hand in' the Guided Reading task, teachers will acknowledge this using the Google Classroom comment box by replying, for example:
	'Thank you or I hope you enjoyed today's Guided Reading session or you worked really hard in using expression today.'
	Phonics/Grammar:
	• Teachers will record the sound being learned (or provide a link to hear the specific sound taught) which parents and children can view alongside the specific Anima Phonics sound presentation (thus ensuring that the correct pronunciation is being taught). In order to assess children's understanding of the sound and its application, it will be suggested that the child is videoed and that teachers access this via Seesaw/Google Classroom.
	• Online quizzes will be used where appropriate to assess children's understanding, thus providing instant feedback.
	• Where worksheets are set, children will be encouraged to self-mark using an answer sheet provided.
	• On the occasion that teacher feedback/marking is required for tasks, this will be short and in line with the objective of the task/effort exerted, for example:
	You have successfully identified the noun phrases and used them to write two interesting sentences. Well done.
	I am incredibly impressed with not only your best effort but also the application of all of the spelling rules. Well done!
	Writing:
	• This will be the most detailed and personal form of marking provided each week, as you are able to comment on many aspects of Literacy development. For example:
	Well done X. A lovely emotive description of your first ride in a hot air balloon. You have listened carefully to the lesson content, applying your five senses. I really like how you have used a simile to describe the air being as cold as ice cream, and how you couldn't look down. Your description of your 'heart racing' and 'flames roaring' is very powerful. Please remember to punctuate your sentences correctly, breaking up very long sentences, enabling the reader to take a breath!

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Maths	*Arithmetic:* • Feedback will be in the form of a score and short encouraging comment: *Excellent Arithmetic today! 7/10 Check questions 3,4,6.* *Maths work:* • Pupil self-marking will be used on a weekly basis for some lessons where appropriate. Answers will be released later in the day/the next day to stop children/parents copying the answers. • We will set a maximum number of questions for a worksheet e.g. 10 so that it is only those for that the teacher will be required to mark. • Differentiated tasks will be assigned to the specific children to ensure children complete the most appropriate level of task for their ability. • Example of acceptable feedback/marking: *Great effort today X. You have been able to sort the 2D shapes by their properties accurately on your Venn and Carroll diagrams, demonstrating your secure knowledge and application of your learning.*
Topic	*Science/Geography/History/RE/DT:* • Example of acceptable feedback/marking : *Super DT and Science work X! You have demonstrated an excellent understanding of the frictional force of air resistance and the dependent/independent variables. Impressive parachutes, I can see that you followed the instructions accurately to ensure a 'fair test'.*
Library	• Example of acceptable feedback/marking: *Super picture with the features of steam trains evident - with the smoke coming out of the train's funnel! Well done.*
Computing	• Example of acceptable feedback/marking: *Well done X. You have copied the text accurately and you have tried hard to include your full stops and capital letters. Super work.*
Enrichment	• Example of acceptable feedback/marking: *Wow, what a fabulous game!! I'm so impressed with your idea, you have listened carefully to the elements of a great game and clearly worked hard to capture the player's interest. I think you most definitely deserve two smileys! Well done!*

	You are absolutely spot on Jessica, what an accurate conclusion and concise way to summarise your findings. Well done!	
PE	• On the occasions that work is submitted (e.g. videos/photographs/written comments), Veronica/Molly will provide feedback.	

1 private comment

Ms V Suarez-Rivas (Grimsdell) 6 May
Well done Matilda! I love your obstacle course!!

• Veronica/Molly will interact with children over the stream feature and classroom assignment to discuss an activity they have found interesting/difficult.

Temiloluwa Owoyemi 29 Apr
.Can we do more Yoga 🧘 for the the rest of the week it is Amazing 😄😄😄😄?

Saffal Jethwa 29 Apr
I really like yoga
😄🧘!!!

Chloe Goldstein 29 Apr
My mommy joined in

Ms V Suarez-Rivas (Grimsdell) 29 Apr
I will try to get more yoga sessions in but also remember that from the coming week, you can take part in a yoga session every Tuesday 3.00pm via zoom!!😊

Ciara Varma 29 Apr
The yoga really made me calm

• Conversation/pupil feedback is encouraged during pre-recorded messages/lessons from Veronica.

| **Music** | • On the occasions that work is submitted (e.g. videos/photographs/written comments), Sarah/Vicky will provide feedback.
• Sarah/Vicky will interact with children over the stream feature on Google Classroom to discuss an activity they have found interesting/difficult. | |

Class comments

Simran Sachdev 1 Jun
I love the music

Ms S Wakefield (Grimsdell) 1 Jun
I agree, it's a beautiful piece.

Saffal Jethwa 4 Jun
Me to love the music 🎵🎹

Ms S Wakefield (Grimsdell) 4 Jun
I'm so pleased 😊

Aurelio Zudini-Potter 5 Jun
I want more of that music!

Please note:

The feedback/marking examples listed above are **suggestions** of acceptable content and length. Comments left will be dependent on the pupil's needs and your knowledge of the child, rather than a 'one size fits all' approach. It is important to recognise individual achievements and to acknowledge the effort involved in the set-up of some tasks to encourage pupils to take part in tasks that are

optional. Therefore, the length of comments may **not** always be consistent for the children in your class. It is important that feedback is meaningful and tailored to the child.

Pre-recorded video lesson example/structure:

Beginning/Lesson opening:

Share Learning Objective and Success Criteria.

Middle:

Introduction to new material.

Guided practice using visual aids/practical apparatus/props.

Independent practice: opportunity for children to practice an example at home followed by teacher demonstration.

End/Plenary:

Review learning objective and consolidate the children's learning. This may be through a suggested online video clip, quiz, game.

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