



**Remote Learning**  
**at**  
**Copthorne Primary**  
**School**

At Copthorne 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.

Copthorne 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 learning aligns to this.

### **Aims**

Our Remote Education Approach aims to:

- Ensure consistency in the approach to remote learning 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 learning
- 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

### **Who is this approach applicable to?**

- A child (***and their siblings if they are also attending Copthorne 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.
- All, or the majority of, pupils who are not permitted to attend school as a result of the government announcing a local or national lockdown.

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

- Class Dojo
- Zoom video conferencing
- Online tools for EYFS; KS1; KS2; For example:
  - ✓ 'Deepening Understanding'
  - ✓ Mathematics
  - ✓ Times Table Rockstars
  - ✓ Spag. Com
  - ✓ Accelerated Reader
  - ✓ Learning by Questions
  - ✓ BBC Bitesize
  - ✓ Oak Academy
- Use of recorded and live video for start of the day registration, instructional videos and assemblies. This includes Class Dojo.
- Phone calls home
- Printed learning packs
- Physical materials such as story books, stationery and writing tools

### **Home and School Partnership**

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

Copthorne Primary School will provide a refresher online training session and induction for parents on how to use Class Dojo, Learning by Questions and Deepening Understanding as appropriate and, where

possible, provide personalised resources.

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 they're dressed before starting the 'school' day. Example timetables have been provided for parents to provide clear expectations for each day.
- Distinguish between weekdays and weekends, to separate school life and home life
- Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over
- Stick a timetable up on the wall so everyone knows what they should be doing when, and tick activities off throughout the day
- Support the teachers delivering live lessons by ensuring that your child has the device's camera switched on and is engaging with the lesson
- 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.
- Make time for exercise and breaks throughout the day to keep your child active. Ensure that children's work is submitted for feedback via the agreed channel such as e mail, Class Dojo, Teams 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 via Class Dojo. 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.

Teachers will continue to teach a well-planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.

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 Deepening Understanding, Mathematics, Learning by Questions etc. These provide instant 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.

### **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 learning will be available immediately, a pupil's first day or two 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 two days 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 Class Dojo.
- 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 learning 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.
- This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently.
- 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 Copthorne Curriculum lessons across the week. However, due to the reduced amount of time we are expecting pupils to work for each day, the Copthorne 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. This requires teachers to have a good sense of how knowledge is built over time, knowing which aspects are essential and which are prerequisites for subsequent learning.
- Teachers will deliver a minimum of:
  - 2 live and 1 recorded lesson a day in Foundation Stage and Key Stage 1
  - 4 lessons per day comprising at least one live and three pre-recorded lesson(s) in Key stage 2
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Remote learning will always provide opportunities for:

- Explanations of new content
  - Interaction between children and staff
  - Scaffolded practice
  - Assessment
  - Feedback
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- Lessons will be spaced out throughout the usual times for the school day in order to avoid pupils having to be in front of a screen for long periods.
  - In order to support families with more than one child, lessons timings across different year groups will be staggered
  - Parents/carers will receive a text, Marvellous Me and Class Dojo message with instructions and a link to access the lesson. 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, Spelling Shed Hive Games, 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.

### **Key information**

- 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 Copthorne, we have ensured that all families have suitable devices to enable children to access the full remote learning 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 hand-delivered to the child's home following social-distancing guidelines.
  - Parents will be asked to submit children's completed work to teachers via the secure post-box, either by hand or through the postal service.
  - School will provide pre-paid envelopes for this purpose
  - 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 government issued internet routers. Parents/carers are asked to stay in contact with the school via the school office or support e mail, 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 learning available**, have been provided with Sim cards. These provide 38GB of data per month, for 3 months.
- **Parents can apply for additional data allowance on mobiles to ensure that they are able to access the full remote learning 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 Year 5 and 6
- 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 Class Dojo. 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
- Teachers check daily, whether pupils are engaging with their work, and members of SLT phone families to rapidly identify effective solutions where engagement is a concern

A weekly class catch-up will also be scheduled via Zoom, providing the children with the opportunity to interact with each other and the staff and, as a result, support their well-being.

A whole school assembly, led by a member of the SLT, will take place weekly via Zoom

### **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. Teachers will deliver the paper-based activities to pupils' homes following social-distancing guidance.
- Zoom 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
- All parents/carers of pupils with an Education Health and Care Plan (EHCP) will be invited to a Zoom meeting where remote learning expectations will be explained and appropriate support and advice offered
- Where possible the school will facilitate online remote sessions with external therapists as appropriate

## **Foundation Stage**

- In order to support parents/carers of pupils in Reception, parents/carers will be invited to a Zoom meeting where remote learning expectations will be explained and appropriate advice and support offered to enable parents to facilitate the daily timetable for remote learning.

## **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 written feedback at least twice a week via Class Dojo
- Feedback will also take the form of:
  - Work marked automatically via the digital platforms: Learning by Questions; Mathletics; Spag.Com 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 learning lessons**

- A morning and afternoon lesson will be scheduled and parents will be notified of the timings by the class teacher
- The teaching of phonics and reading will remain a priority in key stages 1 and 2 so that children are able to access the wider curriculum
- Whilst most live lessons will focus on Maths English, teachers may, at times, send a recorded input or set a Learning by Questions lesson for these areas of the curriculum and then focus on the Copthorne Curriculum in their live lesson
- 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
- Zoom will be used to deliver all live lessons

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

- Meetings will take place using a Zoo account registered to a school email address. Personal email accounts **MUST NOT BE USED**
- A copy of the invitation link for parents/carers will be e mailed to the office. This will then be texted to all classes as appropriate
- Once all families are registered with Class Dojo, the invitation link can be sent to parents using this

## **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 access whether school intervention can assist engagement

- During live lessons, support staff will take the register. This will be e mailed to the office staff immediately. Office staff 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
- Twice weekly, staff will send an attendance/engagement spreadsheet to the Senior Leadership Team. This will provide information about the degree to which each pupil is engaging with the remote learning timetable and associated activities. As appropriate, the SLT 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 via Zoom or, 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 school admin account support@copthorneacademy.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 Learning:**

During any period of remote learning, 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 this technology is paramount and we will be following relevant advice from Zoom, 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 suitable dressed and use appropriate language and behaviour when nearby or in the 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 Zoom 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 Zoom outside of any pre-arranged meetings and if they do need to contact you they will arrange to do so with you using Class Dojo
- 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 Zoom 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 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 Zoom are 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
- 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.

With the increased use of digital technologies that comes with remote learning, 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.

Online safety concerns should still be reported to the school's Online Safety Lead Jabran Darr. Parents can do this by emailing [support@copthorneacademy.co.uk](mailto:support@copthorneacademy.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 relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

- When providing remote learning, 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 learning, teachers are responsible for setting work.
- Copthorne Primary School will provide a refresher training session and induction for new staff on how to use the chosen remote platform e.g. Microsoft Teams.

### **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. 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 learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning 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 learning 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 learning 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 IHPs
- Identifying the level of support

### **Pupils and parents/carers**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're 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 can't complete work
- Seek help from the school if they need it
- Follow the 'remote learning 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 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