



Copthorne Primary School

Remote Learning Policy

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November 2020	November 2021	December 2020	
	Print name	Signature	Date
School Leader	Miss S Ngenda		
On behalf of Governing Body	Mr Phillip Gerrard		

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

This Remote Education Policy 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

Evidence Base

The DfE's guidance on remote education states that schools should plan a programme that is the equivalent length to the core teaching pupils would receive in school – ideally including daily contact with teachers.

Schools are also expected to avoid an “over-reliance on long-term projects or internet research activities”.

Key findings and implications from the EEF's Rapid evidence on distance learning, the DfE's remote learning guidance, Ed Tech Demonstrator Schools, the Chartered College, and independent research sources.

1. Teaching quality is more important than how lessons are delivered

- Pupils can learn through remote teaching.
- Ensuring the elements of effective teaching are present – for example **clear explanations, scaffolding and feedback** – is more important than how or when they are provided.
- There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”). For example, teachers might explain a new idea live or in a pre-recorded video. But **what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed**. This suggests, strongly, that it is important that teachers have contact (via the screen or other effective feedback system) with the children so that can assess how well children have understood and can then build their explanations upon this.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

- Almost all remote learning uses digital technology, typically requiring access **to both computers and the internet**.
- Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.
- In addition to providing access to technology, **ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential**, particularly if new forms of technology are being implemented. We also need to consider the skills of parents, supporting them to understand the platforms their children are using.

3. Peer interactions can provide motivation and improve learning outcomes

- Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.
- Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content. Remote learning using Class Dojo and Zoom as learning platforms enable us to provide regular opportunities for children to see each other, collaborate about and discuss their learning.
- The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners.
- Different approaches to peer interaction are likely to be better suited to different age groups.

4. Supporting pupils to work independently can improve learning outcomes

- Pupils learning at home will often need to work independently.

- Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.
- Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

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

- Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils. For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

Considerations

Deciding what to teach on site and what to teach remotely

- Don't lose the focus on reading. **Focus on phonics and reading in key stages 1 and 2 so that children can access the wider curriculum.**
- Increase the focus on Maths and English to ensure effective catch-up
- Do not lose the broad and balanced curriculum we have developed
- Focus on PSHE/well-being – especially at the start of the new school year
- Reaffirm good learning behaviours
- Some schools are re-planning around the core concepts in each academic subject, so that pupils are secure in the ideas that underpin them. **Identify the key concepts that need to be delivered in order to provide children to the wider curriculum and deliver these first**
- Ensure broader gaps and understanding are planned to be addressed in the future – not just left.

Deciding contact time by subject

- Consider the contact time required for each subject based on which subjects appear to have more opportunities for work to be done at home.

Keeping a focus on effective teaching practice

- Teachers will have a good understanding of what effective teaching practice looks like in a classroom setting, but these same practices will often be more difficult to maintain when teaching remotely.
- Some teaching practices may need additional planning to work well. This might include providing pupils with different ways of explaining concepts or identifying any likely misconceptions in advance. Some schools have found that doing these things helps pupils manage if they get stuck. "In principle, the fundamentals of teaching a remote lesson are the same as teaching a classroom lesson," explained Steve Smith of HISP Research School at Thornden. "Revisiting prior learning, chunking up new knowledge, teacher explanations or modelling, scaffolding, pupil practice, learning checks, to name a few."
"However, a normal classroom lesson would be dialogue-rich with lots of questioning and the teacher getting feedback all of the time," he continued. "This amount of feedback isn't as readily available in an online lesson, therefore teacher explanations need to be planned more thoroughly."
- Offer as much of a traditional school day as families are able to access but alongside the facility to 'catch up' through recordings of all content.

- *A blended approach of live lessons aimed at classes, ability groups, year groups and the whole school could be put in place based on the nature of the subject.*
- *Setting a routine for children and parents is vital*

Assessment for learning

- *It's important to establish an effective cycle of feedback.*
- *Schools need to consider what monitoring of pupil progress is realistic*
- *Put school-wide approaches in place to monitor work completion. Teachers should build formative assessment and feedback into their teaching approach through a mixture of quizzes, digital tools and modelling of good answers. These will help teachers understand how pupils are achieving.*
- *Use low-stakes, formative assessment to identify gaps or misconceptions (for example, questioning or quizzes), and feed those findings back to future planning.*
- *Hinge-point questions (that check whether the class is ready to move on) are a fantastic tool for addressing current understanding. Alongside possible misconceptions, these can be posted, put onto a Microsoft form (an online survey), included on a PowerPoint and then discussed at a set time, so that the pupils receive the correct answers as soon as possible.*
- *Look at curriculum maps to make sure the essentials will be covered in class (where teachers can use their questioning and assessment for learning techniques to establish what feedback pupils need) and that there are enough opportunities to practice at home.*

The most crucial things a teacher does in terms of curriculum are:

- *giving expert instruction or explanation*
- *modelling*
- *feedback*

Designing activities that are accessible for pupils

- *Not all pupils' home environments will support their education. And some may not have access to a device or have an internet connection at home which allows them to learn online, or join in at scheduled lesson times.*
- *Some schools have been able to identify and provide these pupils with devices, but this is not always possible.*
- *Educational activities could also be created in a range of formats, so that they are accessible to all, reducing the risk of pupils being left behind.*
- *Pupils are more likely to have access to mobile phones than laptops or computers, so using formats (like PDFs) that can be viewed on mobile devices can improve access to resources. Other schools have identified teaching resources that can be easily printed and posted.*

Ensuring remote education practices are inclusive

- *Effective communication channels are important to support pupils with special educational needs and disabilities (SEND). Schools should consider using strategies such as video calls, instant messaging and weekly phone calls to support pupils with their learning needs.*
- *Many educational platforms that are commonly used include a wide range of free accessibility features. For example, voice-to-text and text-to-speech conversion, or different viewing formats to support pupils with dyslexia and other special educational needs. It may be useful for teachers to research these features when planning and designing their teaching.*
- *Approaches and support will need to be tailored to individual needs to prevent children falling further behind. This is particularly important for vulnerable children who might have further barriers to learning in their home environment.*

- *One school's approach is to develop weekly online team meetings to discuss the pupils with an education, health and care (EHC) plan. Each pupil has been allocated a Learning Support Assistant (LSA) link to contact the pupil and their parents or carers on a weekly basis to check in and to offer support. LSAs continue to run booster lessons with targeted groups of pupils via Microsoft Teams.*
- *Jonathan Bishop of Cornerstone Academy Trust advises "thinking about SEN tools and support required – screen readers and accessibility tools are important."*

Allowing variation across your school

- *Expectations about remote education practice will vary according to a school's context.*
- *In primary schools, pupils will need more support from parents, and extended periods of screen time for learning may not be engaging without a mix of other activities.*
- *The approach to teaching and level of contact teachers have with pupils may also need to be different across subject areas.*
- *Schools may want to consider where different approaches are appropriate, and how this can be achieved while also giving pupils, parents and carers, clear and simple ways to access information on what they need to do.*
- *Key is the importance of clarity and good, adaptive teaching design.*
- *Providing pupils with PowerPoints that we would have used in the classroom can be very confusing without the teaching to go with it. Therefore, work has to be adapted to stand alone, and the explanation of that work has to be as simple and as clear as possible to avoid confusion.*
- *Providing links to quality videos, online experiments, animations and podcasts can be very helpful for both differentiation, to assist those who are less confident, and to work in lieu of teacher-led explanation.*

Ensuring remote education is accessible offline

- *For some children, hard copies of work packs will be needed.*
- *Pupils using hard copies could be asked to submit work by taking photos on their phones and texting or emailing them to their teachers. In some primary schools, parents are able to do this on behalf of their younger children. Teachers are then able to make phone calls home to provide formative feedback.*
- *A weekly gallery of pupils' work could be presented via the chosen online platform to be shared and celebrated with the whole school community.*
- *Some schools have worked with supermarkets to trial leaving physical packs for parents to collect in store when they do their weekly shopping. Since families have to do their shopping every week, it may be one of the easiest ways to get packs to pupils who need them.*
- *The packs cover one week's work. We are strongly advised against providing 6 weeks' worth of work at once: it could overwhelm pupils and discourage them from completing any work.*
- *Work must be differentiated and based on the national curriculum. There must be a clear sequence of learning with clear progression.*
- *We must ensure that families without the necessary resources such as paper and pens can contact the school to request these.*
- *We should consider arrangements for providing books for children and ways of ensuring these are changed regularly.*

Monitoring the quality of remote teaching, learning and online materials

Advice from Ed Tech Demonstrator Schools includes:

- *SLT regular informal 'drop-ins' to remote lessons regardless of the platform being used. This requires, as it should, all live lessons to be timetabled and the invite/access links shared with the SLT. They also suggest, as confidence builds, sharing the invites between all teachers so that they*

can drop-in for a few minutes and learn from each other. This would also allow some subject monitoring.

- Any 'drop-ins' should be followed up with an e mail of support, providing new ideas and any 'after-care'.

Who is this policy 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.

Resources to deliver the Remote Education Strategy include:

- Class Dojo
- Zoom video conferencing
- Online tools for EYFS; KS1; KS2; For example:
 - ✓ 'Deepening Understanding'
 - ✓ Mathletics
 - ✓ 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.
- 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 live lessons by ensuring that your child has the device's camera switched on and is engaging with the lesson.
- 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 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 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 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 feedback at least twice a week.

Remote educational provision for whole classes

If a child's class is asked to self-isolate, the teacher will deliver two live lessons each day. One session will be delivered in the morning and the other in the afternoon. 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 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, Athletics 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.

- 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.
- 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.

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. Students at home should receive feedback at least twice a week via Class Dojo

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 send a recorded input or set a Learning by Questions lesson and 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 assess whether school intervention can assist engagement
- 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
- Parents who fail to engage their child with remote learning will be issued with a letter detailing schools concerns. If no improvements are made, parents will be invited to a meeting with the Head of School

Safeguarding & Remote Learning:

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).

- 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.
- 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@cothorneacademy.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 carers 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

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

Links with other policies and development plans

This policy is linked to our:

- 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