ROEBUCK ACADEMY

REMOTE EDUCATION & CONTINGENCY PLANS FOR OUTBREAKS

Our Approach to Remote Education and Contingency Plans for Outbreaks during the COVID-19 Pandemic - October 2020

This policy has been developed in light of the COVID-19 Pandemic.

At Roebuck Academy, we are committed to ensuring that our children receive a world-class education! We have a vibrant curriculum that promotes curiosity and a love and thirst for learning. We are ambitious and we want to empower our children to become independent and resilient. We strive for academic excellence and want our children to have the highest of aspirations. We want them to have no limits to what their ambitions are and want them to embody our school's DREAMS core values. We all firmly believe that: "if you can DREAM it, you can BELIEVE it, and if you can BELIEVE it you can ACHIEVE it". We want to provide all of this, no matter what circumstances or challenges we, or our pupils, may face!

We appreciate that the world has changed and continues to be an ever-changing landscape. The way we educate our children has to reflect this and we must adapt if we are going to cater for the needs of our school community. The systems and procedures we have all become so accustomed to (in school) have changed. 'Bubbles' and 'self-isolation' have become the new norm. What we must do though, is provide continuity and consistency for our children. So many of them have already missed so much teaching and learning time and what this new 'Remote Education and Contingency Plans for Outbreaks during the COVID-19 Pandemic' approach will do, is set out how we plan to ensure that our children do not miss out on anymore!

We understand that there will be implications on parents/carers and children alike - if the school were to close, if a bubble were to be sent home or if your child has to self-isolate. We understand that children may need to share access to technology, parents may be juggling supporting remote learning and working remotely themselves and that many parents may be trying to support children of different ages, from different classes and indeed, different schools. Therefore, we want to be as supportive as possible in this difficult time and provide a clear, effective platform and structure for our whole-school community.

What we mean by remote education...

Remote education is where we, as a school, provide continued learning opportunities for our pupils when they cannot be physically present at school. In light of the current pandemic, more and more children are facing periods of self-isolation and as a result, cannot attend school to learn. As a school, we must cater for these eventualities and ensure that effective learning will take place at home.

Roebuck Academy approach to remote education...

Roebuck Academy will be making use of Google classroom in Y1 – Y6 and Tapestry for pupils in Nursery and Reception. Tapestry is a system many of you will already be signed up to and be familiar with. Both learning platforms provide us with the means to communicate quickly and effectively. If you have not already, please take the time to sign into Google classroom / Tapestry and familiarise yourselves with the tools provided in each platform. Please see your child's class teacher for your child's individual login details.

All remote education tasks for the pupils will be communicated through either the daily Tapestry activities set or the use of the Stream or Classwork Tabs in Google Classroom. Every year groups' Classwork section is consistent, with the learning events for the day taking place in chronological order. An example has been included as Appendix 1 of this policy. This template has been adapted to suit the needs of our children across the school but is in-line with the class timetable set for the term.

What we aim to do...

In developing our approach to remote education, we aim to:

- Give our pupils access to high quality remote education resources;
- Use a curriculum sequence that is linked to the school's curriculum expectations;
- Provide a broad and ambitious curriculum for our pupils;
- Create a consistent, whole-school, online approach that allows interaction, assessment and feedback;
- Train and support our staff to ensure that they have the skills, resources and confidence to deliver remote education;
- Provide printed resources, for those who do not have suitable online access. In this instance, we will try to support those families by providing digital devices to enable them to access the online resources (where possible);
- Support families so that they are able to access remote education;
- Support pupils so that they are able to maintain some form of networking and socialising with their peers;
- Provide pupils with routine and structure to their day which will support well-being and mental health;

When teaching pupils remotely, we will:

- Set activities so that pupils have meaningful and ambitious work, in a number of different subject areas;

- Teach a 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 practiced in each subject area;

- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set clear expectations on how regularly our teachers will check the completed work;

- Enable teachers to adjust the pace and difficulty of what is being taught in response to questions or assessments, including, where necessary, revising materials or simplifying expectations to ensure pupils' understanding;

- Plan activities that are of equivalent length to the core teaching pupils would receive in school;

- Remotely interact with children when in the process of drafting work (where possible).

Remote teaching and learning time each day...

How long can I expect work set by the school to take my child each day?

We expect that remote education (including live teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS: Up to 2 hours per day

Key Stage 1:   Up to 3 hours per day

Key Stage 2:   Up to 4 hours per day

This includes live sessions, pre-recorded sessions and independent learning activities.

When we will need to use remote education...

There are lots of different scenarios where remote education will need to be used. Please read through these below, as they provide further details of our expectations and key actions in the event of each scenario.

Scenario 1: In the event of an individual pupil having to self-isolate because they, or a family member, has symptoms. E.g. when a child has symptoms and must stay off school until they receive a negative test result or has completed a period of isolation.

• **Stage 1**: Parents/carers are to phone the school to notify us that their child/children have symptoms/a household member has symptoms and that they have to self-isolate. In this instance, it is important that the symptomatic person at home is tested as soon as possible so that the child affected can return to school, missing as little time as possible.

• **Stage 2**: The office staff will clarify if the child is able to access Google Classroom or Tapestry at home and if the child has access to a digital device. If not, paper copies can be created to send home/be collected the next day but we will explore all other alternatives first.

• **Stage 3**: The teacher will be notified of the child's absence and work will be set, using the remote learning activities policy and will be posted on Google Classroom or Tapestry. This will be ready the next day. The teacher will set work for the remainder of the week, regardless of the first day of absence.

• **Stage 4**: A paper pack of work can be delivered to the child's house (if no digital alternative can be made). This is a last resort and the school will explore every option before this so that the child receives the best possible remote education experience.

Scenario 2: In the event of a positive COVID-19 case, resulting in a bubble having to self-isolate for two weeks. E.g. a child from our school receives a positive test result.

• **Stage 1**: Parents/carers are to inform the school either by phone (during school hours) or via the admin email address (out of school hours) of a confirmed positive case. The parents/carers of every child in that bubble will be contacted by the school and informed of the 10 day isolation period.

• **Stage 2**: Parents/carers have the responsibility to inform the school if Google classroom or Tapestry is not accessible at home and if their child does not have access to a digital device at home. The school will plan how to best support the child/children and family in this instance.

• **Stage 3**: The teacher, who will also be self-isolating and working off-site, will set daily work on Google Classroom or Tapestry, using the remote timetable. This will be ready from the first day of self-isolation and will be set on a Monday through to Friday but not on the weekend.

• **Stage 4:** The children will post their work onto Google Classroom or Tapestry platform for their teacher to review and feedback. The teacher will interact with the children on The Live lessons throughout the day, providing feedback, assessing the children's learning, and where necessary, revising materials or simplifying expectations to ensure pupils' understanding. Staff will work and be available on Google Classroom between the hours of 8:45am and 3:15pm, Monday to Thursday and 8.45am to 12:00pm on a Friday. This is because all teachers are legally entitled to PPA (Planning, Preparation and Assessment) time, which will be taken collectively on a Friday afternoon.

Scenario 3: In the event of a whole-school closure due to a national or local lockdown.

• **Stage 1**: Parent/carers will be contacted to clarify Google Classroom / Tapestry is accessible at home and if the child has access to a digital device.

• **Stage 2**: The teacher will set daily work on Google Classroom or Tapestry, using the remote learning policy guidance. This will be ready from the first day of closure through to the last day and will be set on a Monday through to Friday but not on the weekend.

• **Stage 3**: The children will post their work on the platform for their teacher to review. The teacher will interact with the children throughout the day, providing feedback, assessing the children and, where necessary, revising materials or simplifying expectations to ensure pupils' understanding. Staff will work and be available on Google Classroom between the hours of 8:45am and 3:15pm, Monday to Thursday and 8.45am to 12:00pm on a Friday. This is because all teachers are legally entitled to PPA (Planning, Preparation and Assessment) time, which will be taken collectively on a Friday afternoon.

Scenario 4: In the event of a class teacher having to self-isolate but they are well enough and able to work from home. E.g. when someone in their household has to isolate because they have symptoms.

• The children will follow their usual timetable, in school. They will be taught by an additional teacher and/or a suitable, qualified adult. The teacher, who will be at home self-isolating, will be directed tasks by their phase leader in school. This may include preparing remote education activities for individual pupils in school or at home.

Scenario 5: In the event of a class teacher being unwell and unable to deliver remote learning but the class remain in school. E.g. if the class teacher tested positive but had not been in contact with the rest of the bubble. For example, if they tested positive over the half-term holidays for instance.

• The children will follow their usual timetable, in school. They will be taught by a teacher and/or a suitable, qualified adult. The teacher, who will be at home self-isolating, will be directed tasks by their phase leader in school. Individual pupils who are self isolating will be provided work remotely by either the other class teacher in the year group or a member of our Senior Leadership Team.

Scenario 6: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble or whole-school closure.

• In this instance, the school will identify a member of the Senior Leadership Team to support the children with their learning, with the support of the other teacher in the year group.

Frequently Asked Questions

Please find below some of the answers to our most commonly asked questions regarding remote learning.

1. If I have any issues with the remote education activities set, who should I contact?

Your first point of contact should always be your child's class teacher; they can be contacted via the year group class email. If this does not resolve your query, please contact either our Deputy Headteacher Mr. Mari via email – maria@roebuck.herts.sch.uk or our admin staff - admin@roebuck.herts.sch.uk who will respond at their earliest convenience. If your issues are still not resolved, please contact our Headteacher, Ms. Young via email – admin@roebuck.herts.sch.uk

2. How do I balance remote education and working from home?

We know that this is a real challenge, most of our staff are doing the same thing with their own children! Effective planning is key - get your children to help and be involved in their remote learning. The day before learning commences or even during breakfast, discuss what they will be learning that day, when you will be available and what you can realistically help or support them with. Use the class timetable on the Stream or in the Classwork section to help set a schedule for the day. Try to set a timetable of when you can help the children learn and when you need to be working. For all the times you can't be with the children, try to plan independent activities. If your child keeps interrupting your working time with questions, be patient. Remember, at school we always encourage them to ask for help if they need it. Responding by asking good questions can help them become more independent, such as: What else could you try? What things have you got that could help you? How else could you approach the problem? If children are really struggling, please make a note of the issue and inform your child's teacher through the year group email.

3. My child will not work at home!

We know it can be a challenge motivating children to take part in learning, especially when they are at home. Try to stick to your normal morning routine of washing, breakfast and getting dressed, so you are ready for the 'school' day ahead. Make a clear learning space - part of your dining table, a desk or space on the kitchen counter. Make sure it is away from the TV and any gaming devices and keep it de-cluttered. Involve your child in setting up this work space.

Younger children will need more regular breaks and movement. Ensure you plan time in the day to take them outside for daily exercise as well as drinking lots of water.

EYFS children learn through play - set up some games, water play, and experiments for them to explore. Get the children to take ownership of their learning - what do they want to learn about/do today?

Try a reward chart at home, we use marbles in school. When the child earns an agreed amount, they get a reward such as a hot chocolate, a snack or time on their favourite toy.

4. How do I keep my older children challenged with little ones around?

Again, this is a big challenge that we are all facing – planning is key. Get your older children to look ahead at their timetable of their learning for the day and talk about how they are going to be independent. Get them to keep a record of learning in an exercise book. This will help keep them organized as well as taking pride in their presentation. Get them to write down questions they don't know the answer to and then plan how they are going to find the answers. E.g. Why do flowers turn to face the sun? We know younger children are going to demand more of your time but make sure you factor in some time to see what your older children have done and provide praise and feedback that will challenge them. There should always be twice as much praise as criticism. Upload your children's work to Google classroom so that your child's class teacher can provide feedback too as this will keep your child engaged, motivated and interested in the learning.

5. My child has special educational needs (SEN) and I'm not sure how to adapt the learning for them.

Please ask your child's teacher for guidance and do not hesitate to contact Mrs Elson (our SENDCO) or your child's class teacher for further advice. Many of our remote education activities will be differentiated to cater for the needs of all our children.

6. How will you assess my child's work and progress?

Uploaded work will be checked throughout the day by teachers and teaching assistants and attendance at live sessions will be noted. Parents of children who are seemingly not engaging by either not submitting work, submitting incomplete work or not attending live sessions will be contacted weekly. If we cannot contact a parent and the child is not appearing on live sessions or submitting work, then the matter may become one of safeguarding and the school's procedures will be followed.

7. How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our key approach to assessment for remote learning will be to use formative assessment, meaning that we will monitor children's success in individual areas and adapt the learning to meet their current needs.

Children may receive written feedback on pieces of work or may be asked to attend a feedback session on Google Classroom where verbal feedback can be given, and conferencing can be undertaken. There will also be opportunities during the live sessions for teachers to feedback to classes collaboratively. Comments such as "well done" and "good work" will not be used as the children are not familiar with these in their class books as research has shown that they are not an effective form of feedback. Children should respond to any feedback they receive from the teacher or teaching assistant.