



Remote Learning Policy.

At Cassiobury Junior School, we recognise that there is a need for pupils to be able to access the curriculum if they are unable to attend school for an extended period of time. Any provision we make needs to be as accessible as possible, and allow for flexible learning across both home and school.

Current Home Learning Policy – School open, no lockdown			
		Responsibility	Monitoring
Planning	- Teachers to make all lesson resources available on Google Classroom by 9am every Monday morning. - Lessons should be accessible to all and formatted for ease of use. - Resources should take into account any SEND needs	Class teachers	SLT – SL & NN (SEND) SLT to be added to all Home Learning Classrooms.
Google Classroom	All pupils have G-Suite for Education accounts, accessible from home and school. This includes access to Google Classroom and Google Docs, but not access to Gmail. It is a closed, internal system. All year group codes have been shared with parents and pupils and pupils have been shown how to access each weeks work.	Class Teachers. ConEd to provide some training	Class teachers to ensure all pupils have access.
Feedback	- There are no expectations for teachers to provide feedback or marking online. Children who have been away for a prolonged period should bring any completed work to school on return for their teacher to assess. - There is currently no facility for children to be able to message or contact teachers directly. This is under review.	Pupil, Parents, Teachers	Class teachers



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Lockdown Learning Policy - <i>Should the school go into a partial or complete shutdown, due to COVID-19, these further protocols will be put into place.</i>			
Access to all	The government has allocated small number of Chromebooks to the school, for us to distribute to pupils who have no or limited access to devices. These are to be distributed according to need. • Definition of a device – ipads, phones, xbox, ps, etc... • https://www.t3.com/news/access-google-classroom-on-your-playstation-or-xbox-heres-how • Printed copies can be requested from the office with good notice • To reduce the pressure on broadband, need for devices and the senses some tasks should not be 'on screen' reading a book is still part of remote learning.	SBM, SLT	Parents/ Carers to sign terms of use agreeing to return Chromebook when requested and that it should be used only for school work.
Planning Activities are based on research evidence recommended by the Department for Education.	Should a class, year group or the whole school be sent home, some adjustments will be made to the home-learning provision. Staff should be planning for 20 hours learning content per week (this is not the same as 20 hours camera facing teaching.) This may take a number of forms, such as: • Lesson PowerPoints • Short, pre-recorded instructional videos • Quizzes • Research projects • Self-guided experiments and activities • Practise of skills such as calculation, spellings, reading, comprehensions	Class Teachers	SLT



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	All work will be delivered via the Google Classroom platform. Links may be used to other channels and sources such as Oak Academy, Youtube, BBC etc When planning, teachers should consider resources that can easily and legally be shared online. If using resources from a scheme, make sure they can be shared on Google Classroom before posting. Not all of our schemes give permission to use their material online. Teachers should consider using familiar and accessible resources when modelling a skill such as pasta pieces for maths counting etc.		
Feedback	Google Classroom allows for pupils to submit work and for teachers to feed back. Under lockdown, pupils will be expected to submit some portion of their work to teachers for feedback. Teachers should set <u>short, simple assessment tasks</u> that can be easily assessed and fed back on, in order to manage workload effectively. Examples of the kind of tasks expected include: • Write up a conclusion to a science experiment- in a couple of sentences • Explain a particular maths problem- 1 problem to share • Demonstrate the use of a grammar skill- a sample sentence using all of the features set. • Use of Google Forms to create quizzes to asses pupils understanding. Feedback can be given on work over Google Classroom within Google docs so that the dialogue between pupil and teacher cannot be seen by other pupils.	Class Teacher	Senior Leadership Team



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	Teachers will need to set deadlines for completion of work and provide feedback within a reasonable turnaround. Reasonable is classed as a week from submission date but can be sooner. We aim to call parents/carers every two weeks and will make reasonable attempts to make contact. Calls may be made from private numbers and will therefore be from a 'with held number.' If we have concerns about reaching a family then we may request a home visit to check on the welfare of the family.		
Video Teaching It is hoped that staff would still be able to come into school to record content, where deemed safe (several staff may be required to medically shield or isolate) In order to keep the school functional some staff must work from home to reduce the risk of transmission.	'Live' video lessons will not take place for a variety of well thought out reasons, and there is no evidence that they are more effective than recorded content. Ofsted have said that, 'Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming a classroom lesson may be ineffective.' January 2021. Ofsted have also made it clear that live lessons are not the 'gold standard,' so the methods that we are using are those recommended by Ofsted and the Department for Education via the Education Endowment Fund Research. • Some lessons may require a pre-recorded intro. These can be shared among the year group. • When video recording, teachers must ensure that they record against a neutral background and no personal or inappropriate material appears. • It is recommended that the background is blurred out if possible. • Live lesson cause difficulty for the teachers who are running classes in school with Key Worker and Vulnerable pupils as they cannot do both. • Faces are not required in videos. This means that a teacher may record their hands modelling a maths method but not face the camera.	Class Teacher	Senior Leadership Team
Subject Leads	• Subject leaders should be prepared to support staff delivering their subjects online. Subject leaders will need to prepare a range of resources to assist with this.	Subject Leaders	Mr Long
SEND	• Teachers will need to make sure that plans include provision and for all pupils teachers and parents should bear in mind that scaffolding a task (providing extra	Teachers	Mrs Newman



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	support or guidance materials to allow a pupil to access a task) can be better than just 'differentiated tasks and activities. Teachers and parents should liaise with SENCO/Mrs Newman where necessary. • An example of scaffolding might be using a times table grid when completing multiplication questions so that the pupil learns and practises the method without being limited by their times tables knowledge.		
Documents to be made available	• Calculation policy on website •		Mr Long
Resources needed	• IPADS could be used for filming short videos. Staff have been provided with an IPAD for lockdown. • In the event of lockdown each teacher should have an ipad and charger- (chargers may need to be purchased) • Static screens are available- speak to IT provider about cables. • Considerations need to be made regarding the quality of teachers devices and broadband if they are working from home.		Mr Long

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

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