



## **Remote Learning Protocol – guidance for parents**

### **Great Horwood Church of England School**

#### General

This protocol has been designed to support schools and parents during a self-isolation period and /or a class/school closure period to reduce the impact of loss on learning from school. In the event that your child needs to self-isolate or lessons are suspended for any period of time, we aim to establish a rigorous home-learning protocol to enable children to continue their education away from the school site with appropriate support structures to ensure equity for all children.

The intention of this protocol is to provide guidance for parents to ensure children can experience a range of educational learning experiences. It is not designed to provide a replacement structure for formalised learning. However, routines and structures are important, and to that end, we have provided timetables to support the creation of an effective learning week. It is not a formalised structure for families to follow but it is recommended, and we do advise that you try to adhere to the schedule as much as possible.

Trustees expect all schools to support families to access these resources through either online recorded lesson, or through a combination of online and website-based learning. Schools will provide a suggested structure for families to follow and there will be a degree of expectation by the government that families follow these suggestions. Each school will ensure teachers are able to interact with children and families through Google classroom and Google Meets. In doing so families may make use of:

- The class Email to contact teachers between 8.00am and 5.00pm
- Google Classroom - streaming or personal comments to the teacher
- Google Meets at pre-arranged times with the teachers or school office
- Email to the school office for the attention of the teachers or headteacher

We acknowledge and realise the difficulty that some families face due to the lack of digital devices. We are applying for help from the Government support schemes and asking the local community to donate unwanted devices so that we can reset, upgrade and reuse them.



Each school will provide learning through online applications to seamlessly provide learning content within Google Classroom and alongside Google Meets. Learning will usually take the format of an 'explicit teaching' content block - with the teacher delivering through either a pre-recorded or live short learning input such as an introduction, an animated power point or a video with lots of opportunity for children to practise what they have learnt using both traditional methods and digital applications. Additionally, some learning materials will be dedicated for practise on fluency and recall.

### What the Home Learning experience will look like

#### Early Years

For Early Years children we will be using Google Classroom to interact with parents and children, ensuring that there will be limited screen-time and as much practical activity opportunities as possible.

- There will be a daily morning welcome and hello from the class teacher explaining what they will be doing for the day. Following that videos will be posted onto Google Classroom- parents will be able ask questions so that all will be able to see answers. Parents will be able to ask questions also on the Google Meet.
- A small collection of school resources that could be useful and to support learning will be sent home with the children during the closure.
- Each day there will be a maths and phonics session with practical activities with resources that can be found around the house.
- Each day there will also be another practical activity to carry out which will support other areas of the EYFS Curriculum,
- There will also be daily story time sessions using staff from around the school.

#### Key Stage 1

- KS1 will be using Google Classroom for home learning.
- Parents have been invited onto Google Classroom and will receive summaries of daily activity.
- Everyday KS1 Class Teachers will be assigning one English and one Maths activity to the year group.
- For some of the activities you will hear voice notes or video instructions from one of the KS1 teachers.
- KS1 will be sending weekly spellings to practise, and the children will be expected to be tested on these words by an adult at the end of the week.
- Extra reading books and home learning exercise books for English and Maths will be provided.
- Friday afternoons is where children will have the opportunity to explore STEAM and get creative. All pictures and videos of these presentations can be shared on Google Classroom.



- KS1 will be using Google Meets as a means to discuss learning misconceptions as well as ask any questions children may have. Parents will have a separate channel to discuss lessons with the teacher.
- All procedures are fluid and will be evaluated and reviewed accordingly.

### Key Stage 2

- Years 3-6 will be using Google Classroom as online learning (PLATFORM)s during Home Learning.
- Daily, learning activities will be uploaded for children to access. Google Classroom enables teachers to give feedback to children on their learning, and children will be expected to share their learning on Google Classroom to allow the class teacher to do so.
- Parents have been invited onto Google Classroom and can therefore access the children's learning also.
- KS2 children will be using Google Meets as a means to discuss learning misconceptions as well as ask any questions children may have. Parents will have a separate channel to discuss lessons with the teacher.
- KS2 children will be assigned a dedicated learning course within Google Classroom which may supplement or replace some of the core subject work set by the teacher.
- Children will be expected to practice their tables through Google Classroom
- Spellings will be given weekly and it is expected that an adult is to test the child at the end of the week.
- Children will be expected to read and engage with the class novel, through the guided reading sessions. These will be shared /distributed to children at the start of each half term. Discussion groups will be set up through Google Classroom meet so staff and children can recommend good books to read.
- KS 2 children will be offered a range of projects which they can choose to be part of over the term as self-directed learning these projects will be involved independent study, thought and some teamwork. It is likely that they may work with children from other classes on these projects.
- Exercise books/paper will be sent home for children to complete their learning in – assignments will be set and work can also be completed on Google Classroom.
- All procedures are fluid and will be evaluated and reviewed accordingly.

### Inclusion

Children will continue to be supported by our SENco and Pastoral Learning mentor throughout the period of the shutdown. This may take the form of 1:1 mentoring/contact (Teachers and Teaching Assistants) or specific learning activities set by the Inclusion team.



## Roles and Responsibilities

### Children

Maintain your progress at school by:

- Making sure you give enough time to your learning, Your teacher will give you guidance on time expectations;
- Check Google Classroom to understand what your teachers expect you to learn, what you need to do and when your teacher wants you to send any work to be assessed to them.
- When you are working at home make sure you choose a quiet space free from distractions (such as TV);
- Remember you should still do your own work! Parents/helpers can help but not do the work for you;
- Keep healthy habits and take breaks away from devices between scheduled lessons;
- You should not eat while you are involved in a live lesson but, like in school you may have a drink on your table;
- Be dressed in your clothes - not your pyjamas;
- Be at the place where you work at the right time to take part in the learning.

### Parents/Carers

To help your child to make progress in their learning:

- try to make sure your child and other members of the household are aware that remote learning is happening,
- ensure children and other members of the household wear suitable clothing;
- provide an environment conducive to learning (access to technology, safe and quiet space during daytime).
- try to ensure devices are used in appropriate areas, for example, not in bedrooms; and where possible against a neutral background;
- please ensure language and clothing is appropriate, including any family members in the background;
- the same expectations apply for remote teaching and conversations as normal school conduct.
- respect that teachers will respond in a reasonable time frame but will not be instantly available.

### 1:1 Video Conversations

Staff will only video call a pupil with prior agreement with parents and the head teacher. This will always be at a pre-arranged time. There will always be a 'witness' to these sessions.

Wherever possible 'live' interactions will be recorded and stored so that if any issues were to arise, the video can be reviewed. Parents and children will be asked to confirm they are aware of this and give consent at the start of each session. These videos are the school's intellectual property and due to GDPR restrictions not transferable to other users.

### Safeguarding

We want all our pupils to stay safe online. Our e-safety curriculum has reinforced the idea that pupils know that anything they do on a computer, phone, tablet or internet may be seen by someone else. Our online agreement for our pupils in their use of Google Classroom is:



I will:

- only open pages which my parent, carer or teacher has said are okay;
- talk to my parent, carer or teacher before using anything on the internet that I'm unsure about;
- tell my parent, carer or teacher if anything makes me feel scared or uncomfortable;
- make sure all the messages I send and comments I leave are polite and positive;
- tell my parent, carer or teacher if I get a nasty message or something makes me feel uncomfortable, and do not reply;
- not give my phone number or address to anyone online;
- not tell people about myself online (I will not tell them my name, anything about where I live or where I go to school, names of clubs I attend);
- not upload photographs of myself onto the computer or internet without my parent or carer's permission;
- keep any passwords I have private;
- only speak to people I know online and on the phone;
- never agree to share photos, phone, video call or meet a stranger;
- always make sure my parent/carer knows who I am talking to or messaging.

Examples of unacceptable use include, but are not limited to:

- Creating or sending any messages or comments that might upset other people;
- Using another person's username and password e.g. to access a device or website;
- Looking at or changing work that belongs to other people without their permission;
- Wasting time or resources on school computers;
- Sharing pictures or making video calls without checking with your parent/carer.

Support for parents and carers to keep their children safe online include:

- [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

Please contact the school if you have any questions or concerns over this protocol. You can leave a message on the school phone and we will call back. You can email [office@greathorwoodschool.org](mailto:office@greathorwoodschool.org) and we will email back.



## Annex A

As a school we have decided not to rely on 'live teaching' for the following reasons:

- i. Not all families have the technology available to allow all their children and adults to be working on their own device throughout the day. By using pre-recorded lessons it means that children can access the learning at a time that suits them and the rest of their household.
- ii. Children can pause the video and go back to sections of it if they need clarification on an aspect of the learning.
- iii. It eliminates any issues that there might be with Wi-Fi (especially if a number of family members are using their devices all at once) and the school internet connection which can sometimes be poor.
- iv. Some teachers are also managing home learning for their own children. By prerecording lessons at a time that suits them, they are more able to do this.
- v. There are general safeguarding issues around live lessons, which are eliminated by pre-recording them.
- vi. Managing all the needs of a class both in the classroom at the same time as over the internet is very difficult, especially at primary age. By doing pre-recorded lessons all children can watch the same pre-recorded materials at their own pace and complete the work at their own pace. The work allocated can be easily differentiated to their needs and if a child is struggling with the work then there is the function for them to ask their teacher for help. Teachers are also looking at and monitoring the work that is being submitted, so therefore able to pick up on and address any misconceptions. By using Google classroom we are also able to see who is logging on and completing their work. If they are not then we will be able to address this.

Teachers will be arranging Google Meet registration sessions daily to interact with the whole class and to discuss any whole class issues. Smaller group meetings can also be arranged by the class teacher if they notice that there is a problem arising for a number of children, so that issues can be addressed that way.

Our plans to deliver pre-recorded lessons have been laid out in our Remote Learning Policy since November which was shared with parents and carers at that time.



**EEF – [Best evidence on supporting students to learn remotely](#)**

When implementing strategies to support pupils’ remote learning, or supporting parents to do this:

Teaching quality is more important than how lessons are delivered and different approaches to remote learning suit different types of content and pupils. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how they are provided. There was no clear difference between ‘live’ teaching (“synchronous teaching”) and recorded 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.

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.

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.

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.

