



Remote Learning Policy

(updated for DFE Guidance 2023)

Date approved by Full Governing Body	May 2024
Review Date	September 2025

St Mark's School Vision



To unlock every child's individual talents so all can flourish.



To nurture resilient, curious, enthusiastic and independent learners.



Excellence through enjoyable learning experiences.



Strong relationships with our families and community.



To embody our HERO Values of Hope, Energy, Resilience and Optimism.



OUR HERO VALUES

HOPE



The God of Hope gives us confidence in our learning.

MOSES-THE BABY OF HOPE: EXODUS: 2:1-10

ENERGY



God's spirit gives us energy to do our best in all things.

JOSHUA AND THE WALLS OF JERICO: JOSHUA 6: 1-20

RESILIENCE



God's love gives us the strength to take risks.

MOSES-THE GREAT ESCAPE: EXODUS:14

OPTIMISM



Through Jesus, the Light of the World, we have faith in our success.

JOSEPH-THE DREAMER: GENESIS: 37-50

**"Let your light shine"
Matthew 5:16**

CONTENTS

1 Aims

2 Roles and responsibilities

2.1 Teachers

2.2 Teaching Assistants

2.3 Subject Leaders

2.4 The SENCO is responsible for:

2.5 Senior Leaders

2.6 Designated safeguarding lead (DSL)

2.7 IT Support

2.8 Pupils and parents

2.9 The Headteacher is responsible for:

2.10 Governing Board is responsible for

2.11 All staff members are responsible for

3 Who to contact

4 Data protection

4.1 Accessing personal data

4.2 Processing personal data

4.3 Keeping devices secure

5 Safeguarding

6 Monitoring arrangements

7 Policies

7.1 Legal framework

7.2 National Guidance

7.3 School Policies

1 Aims

We have revised and reviewed this remote learning plan. The plan complies with the expectations and principles outlined in the DfE document, following the guidance from the **DfE: Remote Education Guidance January 2023**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1130279/Remote_education_guidance_-_Jan_23.pdf.pdf

“Prioritising attendance

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. For this reason we expect schools to consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Schools should consider the approaches set out in this guidance while also working closely with pupils, parents, carers, and any other relevant partners such as the local authority, to remove any barriers to attendance as detailed in the Working together to improve school attendance guidance. Pupils absent from school and receiving remote education still need to be marked as absent in the register. Schools should continue to record pupil absence in the register in line with the Education (Pupil Registration) (England) Regulations 2006 and attendance guidance, using the most appropriate code.”

This is an adaptable remote learning policy which aims to clarify expectations and safeguards for staff working remotely. At St Mark's, we understand the need to continually deliver high quality education, including during periods of remote working. In line with advice and guidance from DfE, a range of work will be planned that can be completed both online and offline and takes into account the teachers' knowledge of the pupils' ability as well as taking into consideration that not all pupils will have access to technology all of the time.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure consistency in the School's approach to remote learning for all pupils.
- Ensure clarity over the time pupils are expected to give to specific subject areas.
- Set out expectations for all members of the School community with regards to remote learning.
- Provide appropriate guidelines for data protection.

This remote learning policy has been written as guidance for staff and parents during the time that schools are closed due to COVID-19 and beyond. It sets out the systems and technology that staff will use to continue the learning experience for our young people, and details how they

can be used effectively and safely, while allowing for the differing needs of families. The School's usual Safeguarding, Online Safety Policy and Acceptable Use Agreements still apply.

St Mark's School is committed to providing continuity of education for its pupils in an event of extended school closure. While such situations are varied in their cause and impact, the school will endeavour to provide continued learning for all of our pupils during any period of closure in the following ways:

- The provision of relevant, developmental written work for each subject area and each year group which enables pupils to make continued progress.
- Regular instruction, through video resources, such as Oak National School or using general or subject specific platforms, ie Sumdog, Timestable Rockstars, Read Write Inc
- The opportunity for pupils to have their work assessed by their teachers and receive feedback on it.

Work will be set, submitted for assessment and assessed through Microsoft 365 and Google Classroom.

Google Classroom is the primary method for the setting of remote learning.

Every pupil has access to Google Classroom and therefore, via the internet, to each of these platforms. During extended periods of school closure, either partial or full lockdown, 'live' face-to-face contact opportunities for all pupils, through Google Classroom, will be provided to maintain continuity of learning and a sense for them of being part of a class.

This provision lends itself to the use of technology and access to the internet. Where a pupil has access to the internet, but not to a suitable device, the School will take into consideration the circumstances of the pupil and provide a device where possible. In addition, it cannot be assumed that everyone has access to printing facilities, so any work set and submitted for feedback will be electronically through Google Classroom. Where pupils are unable to access remote work through access to a computer and the internet, St Mark's School will provide access to paper copies of the work to pupils periodically and enable pupils to return work to the School Reception as hard copy for distribution to teaching staff for feedback.

For short term closures, up to five working days, or class/year bubble self-isolation, Subject Leaders will upload work onto Google Classroom. One task will be set for each year group in each subject designed to last an equivalent amount of time as that subject's lessons and homework during one calendar week or period of self-isolation.

In the event that the School is closed for longer than 5 working days, then teachers will set work for all pupils through Google Classroom, on a regular basis, supported by video resources or 'face-to-face' contact via Google Classroom. Tasks will be set by individual teachers for their own classes. The work will be uploaded on Google Classroom at the beginning of each week the School remains closed.

- Where the School remains open and working as normal, but an individual pupil is unable to attend due to a period of advised self-isolation and is otherwise well and able to work, work will be provided on an individual basis by class teachers, to ensure the continuity of learning by

giving the pupil the opportunity to maintain their work in line with their peers such as those previously mentioned.

2 Roles and responsibilities

2.1 Teachers

Teachers will be available between 8.40am and 3.15pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal procedures on the designated absence number. If it affects the completion of any work required, they should ensure that arrangements have been made with the relevant Subject Leader or SLT to ensure work is completed.

When providing remote learning, teachers are responsible for:

Setting work:

- Providing work for all teaching classes or individual pupils over the period of absence from the School. All work should be planned in weekly units, and equate approximately to the allocated timetabled time.
- Ensuring that work is set and made available on Google Classroom at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to pupils via electronic means to allow them to carry out this work at home.
- Using a Remote Learning Planning sheet to give clear instructions for the work to be carried out. Resources should be broken down ie specific PowerPoint slides, or pages from a workbook with consideration that these will be available to pupils on a range of devices.
- Allocating a suggested time to complete the task and a deadline for any work to be uploaded for feedback.

When a pupil has uploaded work to Google Classroom and shared with the appropriate teacher, an alert is automatically sent to the staff member, who can open the document and leave a comment.

Providing feedback on work by:

- Checking their School emails daily.
- Responding to the pupil's work, as a minimum with your name and date to acknowledge the work and, as appropriate, provide feedback according to the School Marking and Feedback Policy

Keeping in touch with pupils who are not in the School and their parents:

- To support the learning and progress of pupils, teachers can contact parents via email, phone or PING
- For longer periods of absence, teachers will be expected to make regular contact with pupils in their class. Further advice will be given at the time.

Attending virtual meetings with teachers, parents and pupils:

- Dress code - All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times.
- When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location (not in the bedroom), there is no intrusive background noise and that conversations are in a suitably private area where they cannot be overheard.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants will be available for their usual working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teaching assistants will be assigned to specific pupils and are responsible for:

Supporting pupils with learning remotely:

- Contacting the pupil and family once a week in order to 'check in' with the family and by offering support in how to complete the work set as well as offering any further guidance on developing learning skills.
- Liaising with the class teacher for any relevant adaptations of the work for pupils with special needs.

Attending virtual meetings with teachers, parents and pupils:

- Dress code - All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times.
- When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location (not in the bedroom), there is no intrusive background noise and that conversations are in a suitably private area where they cannot be overheard.

2.3 Subject Leaders

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to accommodate remote learning.
- Supporting teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject.
- Liaising with their departmental staff through regular (at least weekly) contact.

- Monitoring the remote work set by teachers in their subject, through regular department meetings to ensure consistency and coverage of curriculum as well as the checking of the appropriateness and quality of the work set before it is presented to pupils through Google Classroom.
- Monitoring the engagement of pupils and raising any concerns with SLT and the DSL
- Reviewing and amending long term plans to ensure the learning needs of all pupils have been considered.

2.4 The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternative arrangements for pupils with EHC (Education Health Care) plans .
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness **throughout the duration of the remote learning period.**

2.5 Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- Coordinating the remote learning approach across the School. All queries regarding home learning should be addressed to Natalie McKenzie (Deputy Head) nataliemckenzie@stmarks.brighton-hove.sch.uk
- Ensuring that all pupils, including PP and SEND pupils, can access learning set and that arrangements are in place to oversee and monitor equality of opportunity. All queries regarding SEND pupils should be addressed to Georgina Crouch, SENCO (georginacrouch@stmarks.brighton-hove.sch.uk) or pupils in receipt of Pupil Premium should be addressed to Jane Fendley janefendley@stmarks.brighton-hove.sch.uk)
- Monitoring the effectiveness of remote learning through checking the appropriateness and quality of the work set before it is presented to pupils through Google Classroom.
- Working with Subject Leaders to monitor the engagement of personalised learning for all groups of pupils, ensuring that pupils have appropriate work, especially where remote learning is not appropriate or can be enabled at home.
- Monitoring emails and feedback from parents regarding home learning and responding as appropriate.
- Ensuring that the home learning links on the website are updated and reflect current guidance.

2.6 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant organisations and individuals to ensure vulnerable pupils receive the support required during the period of remote working, ensuring all safeguarding incidents are adequately recorded and reported.

2.7 IT Support

IT Support are responsible for:

- Ensuring that all School-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, and allow for audio and visual material to be recorded, where required.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the School day, to check emails regularly and read and respond to communication from teachers in a timely manner.
- Complete work set and submit work which is requested for feedback by the given deadline.
- Seek help if they need it, from teachers or teaching assistants by contacting the School through their School email address or via Google Classroom.
- Alert teachers if they are not able to complete work.
- Uphold the same standards of conduct and behaviour as they would be expected in the School, for example:
 - o Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.

- o Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
- o During live online lessons, ensuring that clothing is appropriate, following the same guidance as a normal “non-uniform” day at the School.

Staff can expect parents with children learning remotely to:

- Make the School aware if their child is sick or otherwise cannot complete work.
- Make the School aware if there are any changes to the welfare or circumstances of the young person or family that the School need to be aware of.
- Ensuring their child has the opportunity to complete the set work on time.
- Ensuring their child uses the technology for remote learning as intended.
- Seek help from the School if they need it with regard to work or any other support. There is a wealth of information on the School website including information on e-safety, mental health and well-being.
- Be respectful when making any complaints or concerns known to staff.

2.9 The Headteacher is responsible for:

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the School has the resources necessary to action the procedures in this policy.
- Arranging any additional training staff may require to support pupils during periods of remote learning.
- Evaluating the remote learning arrangements to ensure pupils’ education does not suffer.

2.10 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.
- Ensuring the School has robust risk management procedures in place.

2.11 All staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.

- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the DSL.
- Reporting any defects on school-owned equipment used for remote learning to an IT support.
- Adhering to the Staff Code of Conduct at all times.

3 Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work or the returning of work by pupils: Natalie McKenzie
- Issues with behaviour: contact SLT
- Issues with IT: contact IT support "School ICT - BHCC" <ICTSTS@brighton-hove.gov.uk>
- Issues with their own workload or wellbeing: talk to SLT.
- Concerns about data protection: contact the data protection officer: James England
- Concerns about safeguarding: contact the DSL: Hailey Sellins and record on CPOMS.
- Concerns about Health & Safety or risk assessment contact Jo Browning.
- Concerns about pupils receiving FSM or disadvantaged pupils: contact Natalie McKenzie
- Concerns about pupils on the SEND register: contact Georgina Crouch

4 Data protection

4.1 Accessing personal data. When accessing personal data held by the School for remote learning purposes, all staff members will:

- Ensure that they access data from known sources eg CPOMS. Where staff need access to personal data they must comply with data protection policies and ensure that the data is being accessed in a safe environment and cannot be viewed by people who are not allowed access to sensitive data.
- Where possible staff should only access personal data on their School laptop. Where this is not possible, staff must be extra vigilant about logging out of personal data systems so that these are not accidentally accessed by other parties.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as names, dates of birth, email addresses, as part of the remote learning system. Where the collection/sharing of personal data is necessary for the School's official functions, explicit permission is not required.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online, and to comply with GDPR guidelines at all times.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

School devices will be maintained by IT support.

5 Safeguarding

All staff must follow the current Safeguarding Policy and amendments. The DSL will communicate any updates to the School community. It is the responsibility of every member of staff to stay updated with the latest advice and guidance for safeguarding. The Safeguarding Policy, including the Covid-19 appendix are available on the School website and on the network.

6 Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Governing Body.

7 Policies

7.1 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013

- Data Protection Act 2018

7.2 National Guidance

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2022) 'Keeping children safe in education'
- DfE (2023) "Providing remote education"
- DfE (2022) Working together to improve school attendance

7.3 School Policies

This policy operates in conjunction with the following School policies:

- Safeguarding and Child Protection Policy including the Covid 19 update
- Data Protection and Freedom of Information Policy
- SEND Policy
- Behaviour Management Policy including the Covid response addendum
- Accessibility Plan
- Quality of Education Framework including the Addendum to the Curriculum Policy
- Online Safety Policy
- Attendance and Punctuality Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

Appendix 1: Suggested Timetable for Whole Bubble Closure (when none of the pupils in the bubble are in school at all):

9am-9.15- Daily Google Meeting to register pupils and set the day's expectations (Record who attends on engagement register) Expectation that all who are well enough attend this session.

9.15- children access differentiated core learning session 1 through pre-recorded lesson, Oak School or White Rose (signposted by Teacher on Google Classroom and differentiated accordingly) Suggestion this is English and Phonics/Spelling as a longer session. Sumdog English can be used to help SPaG and Spelling activities.

The teaching team are available for drop in teaching via meets for those pupils who need challenge or support or tutorials take place.

10.30- 11 Break for everyone

11-12- children access differentiated core learning session 2 through pre-recorded lesson, Oak School or White Rose (signposted by Teacher on Google Classroom and differentiated accordingly) Suggestion this is maths as an hour session Sumdog and TT Rockstars can be used for Fluency.

The teaching team are available for drop in teaching via meets for those pupils who need challenge or support or tutorials take place.

12-1 Lunch time for everyone- no screen time

1-2.30 Non-Core lesson or RE, based on Connected Curriculum and following teacher's planning document. This can be through Oak National School or BBC Bitesize using lessons that link to the St Mark's Connected Curriculum.

The teaching team are available for drop in teaching via meets for those pupils who need challenge or support or tutorials take place.

2.30- Collective Worship led by SLT or class teacher (as appropriate and identified in advance)

2.50- Reading for pleasure- live story time from CT/TA (rotate as appropriate) and end of day celebrations.

3pm- End of School Day.

Teachers record lessons for next day.

Throughout the day teachers and TAs to give feedback to work uploaded to Google Classroom or Tapestry. This feedback should have clear next steps. Children can be awarded Dojos.

NOTE- if pupils are unwell then they are not expected to attend, parents/carers should email the class email address to let teachers know- this to then be shared with the school office.

We understand that some families will find it difficult to complete a whole day of learning at home, due to devices, broadband, working from home and other factors. Therefore we encourage open and honest communication with the teaching team so we can support each child individually.

Appendix 2: Remote education support from DFE guidance: [Actions for Schools during the Coronavirus Outbreak](#)

From DFE remote education guidance- January 2023

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible. In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has 7 an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

Appendix 3:

Online Learning Expectations- St Mark's CE Primary School

To help us to learn online we will:

Listen when my teachers are talking. *Mute your device so that it is clear whose turn it is to speak. Make sure you are near to your device so you can hear your teacher.*

Be on time and ready to learn. *Be ready to learn at 9am. Sit at a table with your device and charger ready with some paper and a pencil with you. Be dressed and have a drink with you. You will have breaks at the time on the timetable.*

Be respectful. *Take turns to listen to each other. Use the raise hand button if you wish to speak to your teacher. Think before you send any messages, are you following the school rules?*

If possible wear headphones to help you to prevent any distractions during your learning time.

Shared on Google Classroom as a material.

Distance Learning Information for families from Year 1 upwards

Self-Isolation

If your child is at home self-isolating due to a member of the family having Covid symptoms and they are well then they need to complete the work set for them on Google Classroom. This is so that they do not miss out on what is being taught in class.

Children who are well should complete English, Spelling, Maths and topic each day. If a child is unwell then they would not be expected to complete the work.

When completed their work needs to be uploaded to Google Classroom each day and then a member of the teaching team will respond to this within 48 hours.



Bubble Closure

If a class bubble pops then we will use Google Classroom. Children all know their log on for Google Classroom so that they can access the work set for them by their teacher. If your child is well then they are expected to complete the full school day, but at home. The teaching team will be available to support and will provide lessons for your child to complete. Children should then upload their work to Google Classroom and feedback will be given.

The timetable for the bubble closure will be shared with your family in the event that this happens, via a google classroom meeting the day after closure is announced.



Google Classroom

If you need a device to support this then we may be able to loan you one. Please inform the teaching team if you need support with a device or broadband and we will endeavour to help.

Appendix 5: Covid self-isolation- individual child- expectations – Teaching Teams

Once Office inform you that a child is self-isolating

Daily-

Upload work for the children who are self-isolating to Google Classroom for KS1 upwards.

Links to Oak School, White Rose, BBC activities to support home learning.

At least every 48 hours-

A member of the teaching team checks Google Classroom for work and gives feedback (can be via a voice note) and next steps.

Member of teaching team calls the family once a week. If children are not engaging please add to CPOMS as soon as you notice and SLT will follow up.

SEND support- from TA and SENDCO as appropriate to ensure access for all.

NOTE- if pupils are unwell then they are not expected to attend, parents/carers should email the class email address to let teachers know- this to then be shared with the school office.

Appendix 6: Covid Bubble Closure expectations – Teaching Teams

Day 1- Organise a Google meeting for the next day for families to remind them of the next fortnight's expectations of work- all pupils will complete a daily school day unless they are ill. Share appendix 3 with families.

Daily-

- Schedule Google Classroom meetings-suggested times 9am- registration for all, 2.30- worship and reading for pleasure.
- TA will take a daily register and update engagement register on One Drive.
- Class teachers will upload teaching videos and links for non-core lessons to Google Classroom ready for most pupils to access, following timetable in appendix 1. Teaching assistants will differentiate for key pupils and organise additional break out rooms for small group learning if appropriate. Lessons will follow the school's agreed curriculum.
- All members of the teaching team will be available on Google Classroom from 9am- 10.30, 11-12, 1-3pm (unless they work different hours, have PPA, are unwell and SLT are aware. If there are issues with childcare please speak with SLT). This may be via tutorials or drop in sessions.
- Staff will follow the procedures in place from Google Classroom which will be shared in whole school training in October 2020.
- Throughout the day feedback will be given to pupils and support as required.
- Children who do not engage with learning and who are not unwell will be noted and recorded via CPOMS. SLT will follow up.
- Normal safeguarding policy and procedures will apply.
- At 3pm record the video lessons for the next day and upload to Google Classroom.
- Work will be uploaded to Google Classroom and monitored by the teaching team with feedback given.

Appendix 7 Useful links for staff-

See Magpie Class on Google Classroom

<https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-google-hangouts-meet>

How to add documents to Google Classroom <https://youtu.be/tLxn3BMmBKs>

How to share a quiz in Google Classroom <https://youtu.be/l-GgDeAaZow>

How to create a page within Google Classroom <https://youtu.be/sFmw9KcpJi4>

How to create an assignment in Google Classroom <https://youtu.be/o3gHDxFfx4>

Oak school teacher page <https://teachers.thenational.school/>

White Rose Home Learning <https://whiterosemaths.com/homelearning/>

[https://bhccschools.Google Classroom.com/f:/r/sites/StMarksPlanning/Shared%20Documents/Google%20Classroom%20-%20How%20to%20Guide?csf=1&web=1&e=RPho6I](https://bhccschools.GoogleClassroom.com/f:/r/sites/StMarksPlanning/Shared%20Documents/Google%20Classroom%20-%20How%20to%20Guide?csf=1&web=1&e=RPho6I)

How to use Google Classroom: <https://www.commonsense.org/education/articles/teachers-essential-guide-to-google-classroom>

If staff have a safeguarding concern then this is added to CPOMS, and linked siblings and staff added. All other communication, outside of meets, is logged on the engagement register which is checked daily by SLT and DSL.

If a child has a sibling in another class, please check the engagement register before you call a family and liaise with the other teaching team for support, e.g. with trouble logging onto Google Classroom.

Optional Scripts-

Making a phone call-

If no answer, leave a friendly message:

"Hello, it's ____ from St. Mark's. I am just calling to check in with you and x (Child's name) and see how you are getting on with their learning. I'll try you again at (give a rough time/day)"

Then consider following up with an email. If a family does not answer with-held numbers email first with a message explaining you will call on ____day at x time from a with-held number or try when in school.

If you continue to unsuccessful in hearing from them after 48 hours then update engagement register and add to CPOMS.

Script for phone calls-

"Hello, it's ____ from St. Mark's. I am just calling to check in and have a quick chat to see how you are getting on with the home learning. Is now a good time to talk? How is everything going?"

[Response from Parent/Carer]

All going well

"Thanks for all the support you are giving to x with their learning. We enjoy seeing their work on Google Classroom"

OR

Offer support , e.g. if they require technology add to device list, tutorials- add to list/book a 1:1, work pack- add to list and update engagement register.

"It sounds like x would be helpful. I'll organise that for you if you would like and get back to you?"

OR

"It sounds like x is causing some worry. As I've only got a short amount of time now can I organise for a longer phone call with the class teacher/ Mrs Sellins/ appropriate member of staff?" [This doesn't need to be booked now- flag on CPOMs or via email to appropriate member of staff]

-Then ask to speak to the child

"Can I speak to X?"

When you speak to the child ask them about their learning, how they are feeling about being away from school and respond suitably- refer back to google meets and how we enjoy seeing their learning and the class all together.

Then speak to the adult again, thank them for the class and remind them to email class email or call the office if they need any more support.

Appendix 10- Feedback expectations

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback given in daily meetings or quizzes that are marked automatically via Google Classroom are also valid and effective methods, amongst many others.

If a bubble is closed then our approach to sharing feedback on pupil work completed while at home is as follows:

- Staff will give feedback on most English and Maths work submitted. This may be through a comment, a quiz or verbal feedback via a tutorial or Meet. This will be to engage pupils with further learning
- Staff will use the following methods to give feedback to work submitted on Google Classroom or via email:
 - Comment bank on Google Classroom. Staff can prepare a prepopulated comment bank for work received and then select the appropriate comment. Children can then reply to this comment.
 - Use of MOTE as a Google Classroom extension to give verbal feedback
 - Use of a Google Form (a quiz) that self-marks.
 - Comments that are written individually.

Topic and other work may not always be marked but will be acknowledged in meetings by verbal comments.

We have timetabled drop ins in the day if staff are not teaching in school. Teams review the use of this time regularly so we can be more efficient and offer support. For example, they identify children from the engagement spreadsheet who may need to be offered tutorials. This may be in a group, pair or 1:1 led by teacher or TA. Timings of these should be a maximum of 15 minutes for EYFS/KS1 and 20-30 minutes for KS2.

Staff from Year 1 upwards will award Dojos for work and share these with pupils on Friday in the end of day meeting.

If a child is self-isolating then the class teacher or TA will make contact with them via email or phone. Feedback will be given on all work completed at home using strategies above.