

Appendix D – Remote Learning Protocol – Updated January 2021

Summary

In the event of a change to restrictions that compels schools to close and provide full remote learning, please note;

1. Learning will be published on the class pages of the website and on Google classroom for upper school on a daily basis.
2. Each teacher will host a daily Google meet 'tutorial' for approximately 15mins.
3. Attendance at the tutorial will be compulsory and absence will be recorded as per absence from school under normal circumstances.
4. In lower school, completed work should be submitted via Evidence Me.
5. In upper school, completed work should be submitted via Google classroom.
6. Feedback will be given to lower school pupils via Evidence Me.
7. Feedback will be given to upper school pupils via Google classroom.

Access

To enable full access to remote learning, the school will;

- provide details of how to access school accounts across a range of devices
- make school owned devices available for home loan upon request.
- provide physical learning packs upon agreement with parents as noted below

Curriculum Continuity

The expected curriculum should be followed where possible to ensure curriculum continuity. Daily work should be set for English and Maths. One other daily activity should be set, in addition to a range of ongoing activities.

Engagement

If a child is not meeting the requirements outlined above, teachers should telephone parents to confirm expectations and check for any barriers to engagement.

If a child is not able to engage fully in remote learning as outlined above, teachers will work with parents to agree personalised alternative approaches. This includes pupils with additional or different needs such as SEND or EAL.

Approach

Pupils should submit their work as noted above. This is important to ensure teachers can monitor learning, provide feedback and adapt next steps. Teachers will give details for each class in prep sheets.

Teachers will prepare resources via google slides to enable equality of access between home and school based learners. Video and audio should be used regularly to create and maintain pastoral connection with children and to teach via modelling, explanation and demonstration.

Tools

G Suite for Education; Google slides, Google Classroom, Meet
2Simple; Evidence Me
'Published to the web' link ALWAYS on website

Effective Teaching and Learning

The principles of a remote lesson are identical to those outlined in this policy. However, by its very nature, feedback is much harder to gain and much harder to act upon for the teacher. Key details for lesson content;

Principles

Pause points. Allow for checking for understanding. Use of answers too.

Intertwine tasks V lots of info then task.

Less is more. Slide content.

Clarity; Larger fonts, Use of colour

Video and audio content. published already by others and created by staff. Embed if at all possible

Minimise clicks.

Digital simplicity. Ease of access.

Bit of jazz! Engagement.

Include personal content to maintain pastoral relationships.

Maximum time of units of study should be shorter for all, especially younger pupils.

eg <y5 1 week.

y5,6 max 2 weeks

Feedback

Children will receive regular feedback via the tool used for submission of work.

Children will receive feedback from tools such as quizzes and whole class feedback

A suggested shape for 'lessons';

CONNECT	1. ACTIVATE	Approach	What is it?	Why include it?
TEACH	2. EXPLAIN	Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.
LEARN	3. PRACTISE	Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.
REVIEW	4. REFLECT	Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.
REVIEW	5. REVIEW	Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.
		Review 	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.

Safeguarding

Safeguarding of our pupils remains a priority during any period of remote learning and the Child Protection Policy should be followed at all times.

Pupil Code of Conduct for video meetings

Pupil code of conduct for school video sessions from home:·

1. I will make sure an adult allows me to join my video lesson.·
2. I will make sure I am in a public room (not a bedroom).·
3. I will make sure I am dressed appropriately
4. I will make sure my language and behaviour is suitable for a school context.·
5. I will contribute politely and not talk over others.·
6. I will not give the security details of the meeting to anyone else.·
7. I will not take videos, photos or screenshots of video meetings.·
8. I understand that if any of my behaviour is not suitable for a school context,I will be removed from the meeting and I may not be allowed to re-join that session.

Staff Check List for video meetings

1. During set up, turn quick access off in host controls. This ensures only invitees have direct access to the meet and no one can join the meet before the host.
2. Before starting the meeting, ensure any personal information/ documents/ webpages that are not school related or appropriate for children to see have been fully closed in case you may need to share your screen.
3. If you have chat enabled, ensure you give clear instructions for its use. Keep it on screen.
4. Once the meeting has started, click 'participants' and make sure this stays open throughout the meeting in case pupils need to be muted or removed to the waiting room at short notice.
5. If required, only admit participants whose names clearly indicate they are a participant you are expecting.
6. Once a pupil enters the call, do a quick visual check of the area to ensure nothing inappropriate is visible.
7. Once pupils are present on the call, remind them briefly of the code of conduct. If at any point you have concerns about inappropriate behaviour, mute the individual's camera and audio, explain their behaviour is inappropriate and remove them from the meeting.
8. When ending a call, ensure that all children leave the meeting before you do.
9. Report any safeguarding concerns as per policy.

Parental Consent and Information for video meetings

1. I confirm my consent for my child to take part in a call that features video and audio facilities.
2. I confirm an adult at home will supervise my child during school video meetings.
3. I confirm my child will abide by the remote learning video pupil code of conduct.
4. I confirm school may record the calls to be shared with any child who can't attend and to safeguard children and staff.
5. I confirm if my child can work independently, I will not be actively engaged in the session.
6. I confirm that I can check on my child's engagement at home during a video session, especially younger children who may not always access activities completely independently.
7. I confirm I will not engage with the teacher who is leading the session or join in with the session.
8. I confirm to try to avoid being "on camera".

Other details for video meetings

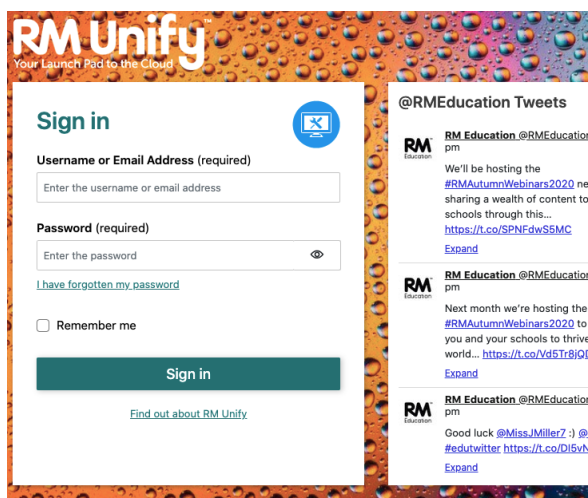
1. No staff member will contact children or parents using Meet outside of any pre-arranged meetings.
2. If they do need to contact you, this will be via email or phone as normal.
3. Teachers will ensure appropriate security settings are in place for the meeting.
4. Teachers will ensure that access is only granted to school users who can automatically enter a Meet.
5. Screen sharing, file-sharing and annotation will be disabled and chat will be restricted.
6. Participants' audio or video may be muted if the teacher views/hears anything inappropriate and they may be removed from the meeting if rules are not being followed.
7. School staff will be present at all points throughout the video call which will be recorded to help safeguard all participants and monitor appropriate use.
8. Staff will stay in the meeting until everyone has 'logged off'.
9. Parents are advised to spend some 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.

Accessing School Google Accounts

We use a third party tool from our broadband provider RM.

Please;

- a. Search for 'RM unify'
- b. click the link and sign in



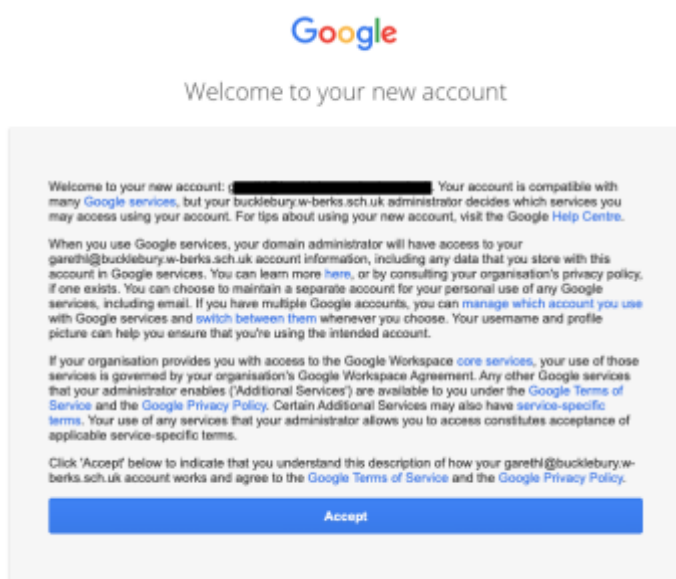
user = richardj@bucklebury (no need to type the extra bit)

p/w = AS ADVISED

- c. Accept the cookies and permissions. Proceed to landing page.
- d. Landing page.



- e. THE FIRST TIME YOU LOGIN, Click on the Google Classroom tile and click **accept** on the pop up.



- f. EACH TIME you subsequently log in, always click the Google Classroom tile FIRST.
g. You can now fully access all tools including Google Meet from the RM Unify Launch Pad.

If you use a tablet or smartphone, you will need to login to the required google app using the FULL account username as noted above.

Other relevant documentation and links

This appendix is linked to:

Acceptable Use Policy

Child Protection Policy (as amended with COVID 19 Addendum)

Relationships Policy

Data Protection Policy

Staff Code of Conduct