



Pear Tree Community Junior School

Remote Education Policy

Pear Tree Community Junior School Strives to be creative, innovative and support our community in the best way possible to make learning purposeful and ensure our pupils grow and flourish. Our strategy for remote learning will continue this.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to delivery high quality interactive remote learning
- Include delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Support effective communication between the school and families and support attendance

Who is this policy applicable to?

- A child is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Children who are being educated at home in a period of national lockdown.

Remote learning will be shared with families when they are absent due to Covid related reasons

Content and Tools (See Appendix 1, 2 & 3 for details of tools)

Resources to deliver this Remote Education Plan include:

- Online tools – Showbie, TT Rockstars, Purple Mash, Bug Club, Spelling Shed and MarvellousMe
- Use of Recorded video/*or Live Video* for Start Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize and Oak Academy where appropriate

The detailed remote learning planning and resources to support the delivery of this policy have been developed by School and Transform Trust teachers. These include:

- Rainbow Learning packs
- Year group packs

These will be available to pupils on their first day of absence.

Home and School Partnership

Pear Tree Community Junior School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Regular communication between home and school is vital to maintain good relationships and support pupils learning.

Communication will be ongoing throughout the academic year. There are clear expectations for home school communication set out. This includes when a child is learning remotely. (see Appendix 6)

When learning remotely, we will teach the same curriculum content that is being covered in school, where appropriate. This is to ensure that children are learning the same content as their peers and will ensure a smooth transition when they can return to in school teaching (appendix 8). There may be occasions where the learning provided is different to that provided in school and this may be for subject purposes, for example, a lack of practical equipment at home in PE, Music, Art and Design Technology or where the learning has been tailored specifically to an individual child's learning needs.

When learning remotely, where possible, it is beneficial for young people to maintain a regular and familiar routine. Pear Tree Community Junior School would recommend that each 'school day' maintains structure. We will provide a minimum of four hours of learning each day, alongside opportunities for daily deliberate practice. An example timetable will be shared with pupils (See Appendix 7) as well as remote learning expectations (Appendix 9).

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school.

All children have their school home school diary which includes e-safety rules and this applies when children are working on computers at home.

We appreciate that it can be difficult for children to remain motivated at home when learning remotely. School staff will monitor each child's engagement with online learning, as well as their engagement with phone calls. If there are any concerns around the quality or quantity of learning completed by a child, we may ask for that child to attend in school teaching (in the case of national lockdown), increase the regularity of phone calls and conduct home visits to support their learning in line with the school's risk assessments.

What happens if my child does not have Internet access?

We understand that not all pupils have access to a device or this may not be suitable to record work. To support those pupils who are home learning that do not have access to a device we will be providing weekly packs of printed work. Packs will mirror the work completed in school or through online methods.

Pupils who are not able to complete work on Showbie are requested to come in and collect work. During collection, you and your child will be able to share and get feedback on their learning from a member of teaching staff. These sessions will take place weekly on a specified day (see below). Parents and pupils can arrive between 9.30am and 2pm on their year group's day. If children require additional work, outside of these days parents are requested to contact the school office.

The school has a bank of devices that can be used at home. The school will create a list to prioritise pupils to be given a school device. The school has access to BT Openzone vouchers and Vodafone Sim cards that will be issued on a needs basis. We will continue to update and collate our information on access to devices, internet and engagement in work. Parents can contact the school office to discuss their situation during normal office hours.

Roles and responsibilities

Teachers (see Appendix 5 for Teacher expectation when pupil has to isolate)

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

When providing remote learning, teachers must be available throughout the school day.

If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- **Setting work:**
 - Teachers will set work for the pupils in their classes.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible, to ensure that there is consistency of content.
 - Daily work will be shared
 - Teachers will set work via Showbie and/or MarvellousMe and provide paper-based activities where appropriate

- **Providing feedback on work:**
 - All completed work submitted online will receive feedback as per the marking policy.
 - Work that is not submitted online can be delivered to the school office (in the case of individual isolations) or children will be expected to present their work from the previous week on a feedback day in school.
 - Teachers will track engagement with learning and record this on the Communication and Remote Learning Tracker (CoRe).

- **Keeping in touch with pupils who are not in school and their parents:**
 - All children should receive at least 2 phone calls if isolating for a full week
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

When providing remote learning, teachers must be available throughout the school day

If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.

During the school day, teaching assistant will support the remote learning offer and will complete tasks as directed by the year group lead.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including links to Teaching and Learning Policy (See appendix 4)
- Monitoring the effectiveness of remote learning, including the use of staff, pupils and parent questionnaires
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The DSL will maintain regular contact (2 x a week) with pupils who are subject to a child protection plan, designated as a Child in Need or have a Multi- agency plan.

IT Support

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

SEND Lead

- 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 alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support required for pupils who are on the School's SEND register
- Provide appropriate learning activities for pupils with a SEND need

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

Governing Board

The 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

Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy

January 2021

Review Date January 2022

Remote Learning Offer

Continuing to Provide Learning Opportunities for All Pupils



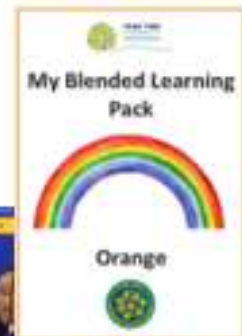
If your child is:

- self-isolating for 14 day or until a negative test result
- home with a mild illness
- completing home learning activities (evenings, weekends or holidays)

Pear Tree Community Junior has got your back!

Rainbow learning Packs

If your child is in self-isolation they will receive a booklet that provides 5 daily activities that support their learning of key knowledge. Please ring school to arrange collection



Website

Your child's year group pages will have lots of information to support your child's learning



MarvellousMe

You will receive updates, links to work and reminders through MarvellousMe. Please make sure you are signed up and receiving messages



showbie

Showbie/Purple mash

Daily work can be accessed and completed using these digital learning platforms. Your child will have a username and password to access these activities



Times table Rockstar/Bug Club/Spelling Shed

Your child has access to these brilliant online resources to help them with key learning



Don't forget we're only a phone call away if you need any help!

Remote Learning

Continuing to Provide Learning Opportunities for All Pupils



'NINE-TENTHS OF EDUCATION IS ENCOURAGEMENT' Anatole France

Method	All Pupils in School	Individual Self-isolating pupils	Class/Year Group self-isolating
Daily Video	n/a	n/a	Class teachers record a short good morning greeting and explain tasks to be completed during the day. Teachers can use Loom to explain tasks to pupils
Online Lessons	n/a	n/a	Oak National Academy lessons can be used to deliver particular skills/lessons to children
Showbie/ Purple Mash	Showbie used in school and allows for pre teach and consolidation at home	Teacher sends through work which the rest of the class are completing	Daily English, maths and curriculum lessons to be uploaded to Showbie
MarvellousMe	Learning activities and review tasks are sent out at least 3 x a week	Send PDF of class work or Jigsaw activities if not on Showbie	Daily English, maths and curriculum lessons to be sent via <u>MME</u>
Website	Home learning homework mats and resources to support learning are uploaded	Direct pupils to school website and activities	Work to be uploaded as per usual expectation
Paper Based	Home learning mats are created for each half term	A jigsaw booklet with key daily tasks sent home with all pupils	Packs provided for pupils who do not have access to the above (Trust booklets available)
Phone Calls	Regular phone calls are made to discuss child's learning (staff provided release time and directed time to complete)	Receiving a phone call x2 a week for feedback on learning and check engagement	Receiving x2 (or x3 for identified pupils) phone calls a week for feedback and check engagement
Zoom	Zoom used for some assemblies and shared messages to avoid the need to move around school	Access to a 'check-in' Zoom each week (with teacher or class in school where appropriate)	Access to a 'check-in' Zoom each week

Inclusion

Individual work is arranged for pupils by the class teacher in liaison with the SEND Lead.






Remote Learning Organisation

Continuing to Provide Learning Opportunities for All Pupils



Method	Method	Delivery
Daily Video	<p>Class teachers record a short good morning greeting and explain tasks to be completed during the day.</p> <p>Teachers can use Loom to explain tasks to pupils</p>	Class teachers can share link via Showbie/ MarvellousMe /text
Showbie/Purple Mash	Class Teachers plan resources to deliver remotely alongside their normal planning (Slides from lesson PPT can be used)	Class teachers upload work as required (additional year group teacher and TAs to support as appropriate)
MarvellousMe	Year Group teaching staff send activities via PDF to children	Year Group teaching staff send activities via PDF to children
Website	Year group Leads ensure learning opportunities are available on the website	Year group leads coordinate putting resources on to the website
Rainbow Learning Packs	<p>Rainbow Packs will be created by year groups.</p> <p>Packs will be pitched at ARE for the different year groups (Red = Y1, Orange = Y2 etc)</p> <p>Rainbow pack will be printed and collated by the office Shaista and Glenn. Each class will have a set ready</p>	<p>Children sent home directly from school would take a copu home</p> <p>For children who do not arrive in school, phone calls will be made by the wellbeing member of staff to arrange collection.</p> <p>Families who cannot collect, a delivery will be arranged (last option after all others have been thoroughly explored)</p>
Trust Booklets	Trust Booklets have been created for each year group (colour coded to match school booklets)	Sections or whole booklets can be sent to pupils who do not have access to the internet
Phone Calls	Teaching staff call all pupils who are absent for more than 2 days. Pupils will receive at least two phone calls a week (see communication slide for further details)	Teaching staff call all pupils who are absent for more than 2 days. Pupils will receive at least two phone calls a week (see communication slide for further details)
Zoom	<p>Class Teachers to deliver a check-in, assembly or lesson delivery via zoom weekly</p> <p>Recognition assembly shared</p>	Teachers create links and share with pupils at home.

Remote Learning Framework

Strategy	Purpose	In class	Learning Platform (e.g. Showbie)	Internet access Recording/Film You Tube/ Website/Social Media	Paper Based	Phone call/Verbal
Review & Retrieve 	Prompting pupils to think about what they have learnt previously , that will help them with their next steps	Retrieval quizzes, Q&A, elaboration activities which generate thinking and activate prior knowledge	Link to Socrative – Low stake quizzes Showbie – Elaboration Dojo – PDF of cloze procedure to scaffold elaboration	A video which asks questions or presents a retrieval task, asks pupils to pause the clip to do the task and then the answer is shown on screen and explained verbal	Workbooks/sheets with activities. References to knowledge organisers or books to check answers	A conversation which engages the pupil (and parent) in discussing the topic to retrieve the learning
Model and Teach 	Explicitly teaching strategies to pupils and helping them decide when to use them	Teacher exposition, video, Student modelling	Short video clips of modelling shared through most appropriate platform for school community	Modelled explanation (dual coded) using loom equivalent with PP slides. Use of visual help e.g. colour to help pupils focus their attention to the relevant learning	Reading of explanation. Step by step annotated process cartoons to model effective process and outcome	Conversation following from retrieval (Opportunity for FaceTime/Showbie chat (Safeguarding?) or verbal explanation of a task with lots of Q&A)
Practice (guided and independent) 	Pupils practising strategies and skills repeatedly, to develop independence	Mini white-board responses Small group questions published booklets Workbook or question sheet	Showbie Chat would allow two-way conversations with groups of pupils to ensure thorough understanding before the apply phase	Can move to complementary workbook or ask pupils to pause video and show questions on screen	Workbook or set of questions (similar to white rose maths or CGP workbook)	As per paper-based
Apply 	Pupils solving problems and completing tasks to show how well they apply skills and knowledge independently	Task set on the board Opportunities to apply across different contexts	Electronic version of documents to be shared on platform – can be interactive for both pupil and teacher (e.g. voice notes or annotations)	Challenge set as per 'In Class' but recorded. Resources outlined and success criteria shared	Challenge outlined as per 'in class' but on paper/worksheet	As per paper based with additional conversation to address misconceptions if necessary
Reflect and Feedback 	Pupils reflecting on what they have learnt after they have completed a piece of work	Ongoing and regular AFL. Regular 'Exit Pass' or plenary activity. Talking Partners	Showbie provides an efficient platform for providing feedback through the use of voice notes	Questions recorded at end of the video which can be recorded in a book or journal	Self-reflection journal with repeated questions	As per paper-based with weekly conversation on progress

Remote Learning Organisation

Continuing to Provide Learning Opportunities for All Pupils



Key Questions

- Do children know and have access to their passwords?
- Do children know how to log on to all programmes?
- Have children had opportunity to use the programmes regularly?
- Do children know how to use the programmes effectively?
- Have children practice learning 'remotely'?
- Can we share guides/videos with parents?
- Does someone have ownership and record the learning of pupils self isolating (individuals/whole class)?

Email on result of isolating pupil

- Hi, today you had a pupil in your class who has started to self-isolate. There are a few actions for you to complete at this point.
- Please could you print the appropriately levelled rainbow booklet for this pupil. If the family do not have internet access, you may also want to print an appropriately levelled Transform booklet. [Remote Learning](#)
- Call to ask family if someone can collect from the office (family friend, neighbour, relative etc) or a delivery can be an option as a last resort. You can also check their internet access and ensure they have their passwords/access to our online learning. If they opt for delivery, please speak to Donna and/or Nikki.
- Ensure that you complete the remote learning tracker when you have made contact. The expectation is that they will have a minimum of two phone calls per week. [Remote learning tracker.xlsx](#)
- There is also a timetable which you may want to send home that gives some structure to the day [Remote Learning Timetable example.docx](#)

Learning: Parent Communication

Rationale

During lockdown, our communication with parents drastically improved. We don't want to lose the links that we have made and want to strengthen our relationship with parents, which will in turn help our children to make more progress.

Weekly Expectations

- 10 children every week (Minimum).
- Can be any member of the year group team but preferably one who has contact with that child.
- Can be done with pick-up/drop-off (maintaining 2m).

Termly Expectations

- 4 Conversations across the term (minimum).
- Have a variety of conversation foci, set by year group leaders (e.g. settling in, reading expectations, access to remote learning, TT Rockstars, 'parents' evening', homework expectations, behaviour etc)
- The 'parents' evening' conversation must be led by the class teacher and focus on the learning. One per term.

'Parents' Evening' Expectations

- One in-depth conversation about the child's learning and progress.
- Led by class teacher.
- Can be done on Zoom or phone, dependent on parent request.
- Examples of work can be sent via Mme and discussed etc.

Self-isolating Expectations

- Two phone calls per week.
- Focused on access to remote learning, checking progress and giving feedback.
- Ensure you talk to the child in these conversations.

All conversations must be recorded on Comms Log.

Appendix 7

Remote Learning Timetable		
Time	Internet Access	No Internet Access
9.00-9.30am	Daily Welcome Watch the daily welcome video and prepare yourself for the day (books, pencils, pens etc)	
9.30-10.00am	PE PE with Joe: Live Workouts for Kids https://www.youtube.com/thebodycoachtv	PE Complete the physical activity challenge for the day
10.00-10.30am	Reading School reading/Library book/Bug Club and complete the reading challenge for the day	Reading School reading/Library book and complete the reading challenge for the day
10.30-11.00am	Play Time Play inside (puzzles, games, jigsaw puzzles, colouring.) or play outside (throwing, catching, ball games, cycling etc.)	
10.30-11.00am	Spelling Spelling Shed activities	Spelling Complete the spelling challenge for the day
11.00-11.30am	Times Tables Times Tables practice – TT Rockstars https://trockstars.com	Times Tables Practice one of your times tables using the page at the back of the book.
11.30-12.00pm	Maths Complete your Showbie maths learning.	Maths Complete your number challenge for the day.
12.00-12.30pm	English Complete your Showbie English learning.	English Choose 5 words from your spelling list. Can you include them in a paragraph? Try and write a story based on these words.
12.30-1.30pm	Lunch & Play Time	
1.30pm-2.00pm	Mindfulness & Yoga Choose a video on the Cosmic Kids Yoga page (<i>try a different one each day</i>) https://www.youtube.com/CosmicKidsYoga	Mindfulness & Yoga Complete part of a mindfulness colouring or complete one of the activities on the reflection page.
2.00-2.30pm	Curriculum Time Complete your curriculum Showbie learning.	Curriculum Time Complete your knowledge challenge for the day.
2.30pm-3.00pm	Creative Use materials you can find around the house and create some art. If you can, upload a picture to Showbie.	
3.00-3.10pm	Reflect Upload pictures of your work to Showbie. Write a message to your teacher explaining what you have done that day and what you would like more help with.	Reflect Complete the reflection page for the day.

Grow Aim 1: Education

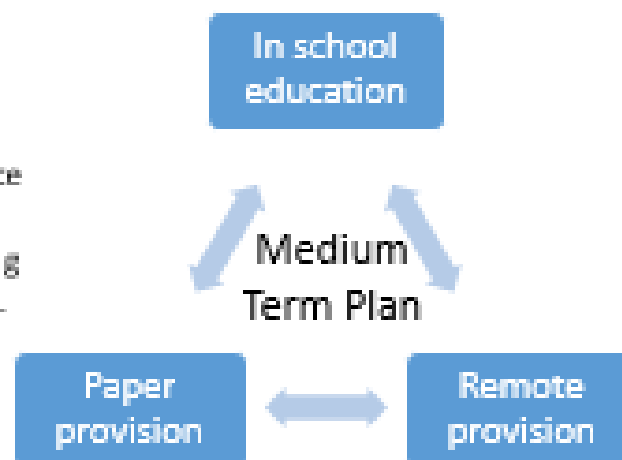
Consistency of Content

In school provision

- 1:1 device available for children in school.
- Expectation of reading, English, maths and curriculum lessons per day.
- Lessons to follow the Pear Tree format – model, practice, apply.
- Classes capped at 15.
- Places offered to vulnerable children first.
- SEND and NTE intervention groups will also be offered.
- PPA organised utilising bubble staff and non-teaching directed time – inform NBo of arrangements.

Website

Signpost to remote learning page on website containing rainbow booklets.



Paper Provision

- A booklet containing learning activities based upon the medium term plan is to be created and collected/delivered weekly. These can include copies of the lesson slides, KDs, questions etc.
- Lessons to follow the Pear Tree format – model, practice, apply. A modelled resource and questions to support should be included.
- There will be a 'feedback day' where children can drop-in to see a teacher, share their learning and collect new learning for the next week. Books, resources and pencil cases to be shared on this day.
- Teachers to monitor engagement on the CoRe.
- Phone calls to red/amber children about their learning will be made at least twice a week.
- Children who do not engage will have a home visit and be invited into school.

Remote provision

- Expectation of a minimum of 3 hours learning planned per day consisting of reading, English, maths and curriculum.
- Additional opportunities for dedicated practice (TTRS, Spelling Shed etc), physical and well-being can also be planned in.
- Lessons to follow the Pear Tree format – model, practice, apply. A modelled resource (slide/video) and questions to support should be uploaded onto Showbie and MME daily (previous evening or before 9am). Consider use of nationally provided resources to support your teaching.
- Feedback to be given on Showbie to those who upload their work.
- Minimum once a week for a 'live' assembly or lesson. This should include children in school and can be facilitated through Zoom.
- For those without Showbie access, there will be a 'feedback day' where children can drop-in to see a teacher and share their learning.
- Teachers to monitor engagement on the CoRe.



PEAR TREE
COMMUNITY
JUNIOR SCHOOL

With trust in CORE we will grow to FOUR!

Remote Learning Expectations

- I will be ready, respectful and responsible when learning online.
- I will check my learning tasks on Showbie or MarvellousMe every day.
- I will ask my teacher for support and help on Showbie if I need it.
- I will upload evidence of my learning onto Showbie.
- I will remember to take screen breaks and stretch my legs.
- I will read to an adult every day.
- I will talk to my teachers about my learning.
- I will use the Internet responsibly.



showbie



If I do not engage with my remote learning, I may be asked to complete my learning in school.