

Tufnell Park Primary School - Remote Education Policy

1. Statement of School Philosophy

Tufnell Park Primary School has always strived to be creative and innovative in the delivery of a broad and balanced curriculum. Our intention is also to support parents and children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning is no different and seeks to ensure that there is a seamless transition from the classroom through to children's homes. As a school where every child becomes a skilled and discerning user of technology, the remote learning programme positively enhances the skills and creativity of the children enabling them to enhance their learning and solve real world questions and problems.

The school began to develop an effective approach to home learning during the first national lockdown in spring/summer 2020. One early advantage was to ensure all parents were 'connected' to the required platforms before lockdown began. In so doing we ensured almost 100% access to children on the remote learning platforms from the outset. Our approach to remote learning was then further developed throughout the second national lockdown in late 2020 and early 2021. We worked hard to ensure maximum engagement and to build upon what the school had learned throughout this process, drawing from a range of:

- parental feedback – collected informally as well as through surveys
- work in collaboration with neighbouring Islington schools
- teachers' experiences throughout periods of lockdown
- educational [research](#) and DfE [guidance](#), as it became available

Overall we are guided by the strong belief that different approaches to remote learning and different types of content suit different age phases. Teachers always consider which approaches are best suited to the needs of the pupils they are teaching, including the ages and abilities of their pupils.

Live teaching

There are clear benefits to 'live' teaching for older primary age children; for them, in certain circumstances, it makes it possible to more closely replicate the classroom experience. However, in line with Ofsted and the Department for Education, we do not believe it to be the gold standard, nor the appropriate approach for all ages. For example, [research](#) has shown that live teaching is no more effective than well-designed pre-recorded content with high-quality feedback. We therefore carefully employ 'live' teaching in the following ways:

- for our older children, who are better able to focus for longer
- in short (10-20 mins) teacher-led introductions to learning
- in 'surgery' sessions, following taught content, where teachers are available to support children through activities

Teachers also use live sessions for activities for younger children – for example for storytime, songs, or phonics as appropriate.

In periods of lockdown/isolation, we believe that keeping children physically active and playful is just as important as formal academic learning, and that children do best with a mixture of formal and informal tasks throughout the day. Minimising screen time is also vitally important – we are mindful not to make demands through our remote learning that would require primary age children to spend hours at a time sitting down viewing a screen and in a way which is detrimental to their health, including their mental health.

Recorded content

We aim for all of our remote teaching to involve some element of instruction. This is generally a mixture of live and recorded content (see above). We know that our children respond best to work that is tailored to them, and presented by their teachers, so we either create our own recorded content (teacher-led sessions via Loom or

voice-over PowerPoint, for example) or use carefully curated videos from respected providers (eg White Rose Maths).

Recorded content has the benefit (over 'live' teaching) of being able to be viewed at a time suitable for children and parents; we are aware that families are not necessarily able to stick rigidly to timetables, for example if siblings share a device, or if parents have work/caring commitments. This is especially true for Early Years children, who will require higher levels of supervision to complete activities. However, in all cases, we post all activities and a schedule/timetable at the start of each day to allow parents to plan time/support accordingly.

Promoting independence

Whether teaching input is live or recorded, we believe that supporting pupils to work independently can improve learning outcomes. In both Early Years settings and primary classrooms, opportunities are provided throughout the day for children to work, play and explore on their own. In school, through years 1-6, children would generally be expected to follow up direct teaching with independent activities on their own. Our remote offer reflects this, ensuring children have opportunities to practise and embed new skills, and to secure their understanding of new knowledge and concepts. This develops their resilience, confidence and problem-solving skills. Additionally, in some remote sessions, teachers are on hand to offer support to individuals or groups.

Engagement and social contact

We believe that children are best engaged through short, regular video messages from their class teachers. In addition, opportunities to have contact with their classmates, albeit online, are vital in supporting children's well-being, as well as being a powerful motivational tool for learning. With that in mind, children from Y1-6 are offered live Google Meets registration sessions, where they chat with peers around a class question or topic, and talk about their current experiences. These sessions also function as an introduction to the day, and establish the timetable/structure before leading straight in to the first taught session. This also supports our aim to promote independence of learning. Similar sessions are provided at the end of the day to share achievements and offer encouragement and praise. Early Years children are offered social sessions weekly, where they attend a song or story session alongside their parents.

Feedback

Teacher feedback on activities and work completed has an important impact on children's progress – and of course, it becomes even more vital when we are operating without the regular in-person contact within a classroom. We have developed many mechanisms to ensure that children receive high-quality, timely, personalised and specific feedback during the course of their remote learning, as follows:

- [Mote voice notes](#) from teachers attached to completed activities
- Live 'surgery' sessions, where teachers are available to 'scaffold' children (support them by providing suggested next steps) through activities
- Written feedback through online platforms (Google, Dojo)
- Photo montages of work are widely shared on platforms to give praise and encouragement, and to exemplify standards of achievement

2. Aims

This Remote Education Policy aims to:

- Ensure a consistent approach to remote learning for all children (inc. SEND) who aren't in school, that is driven by current research into best practice and pedagogical thinking.
- Ensure the school select and share a well-balanced, age-appropriate offer to all children, through the use of quality online and offline teaching content and resources.
- Provide 'best-practice' guidance on specifics such as managing feedback and promoting independence with regards to delivery of high-quality interactive remote learning.
- Ensure children's health and well-being is prioritised, hand-in-hand with continuous delivery of the curriculum, during periods of absence from school

- Make clear the roles and responsibilities of the school staff with regard to remote learning, within a variety of different scenarios
- Make clear what children and parents can expect from the school, and what the school expects from them
- Support parents in establishing routines and work patterns for successful remote learning
- Support effective communication between the school and its families, to sustain the sense of community of the school, and to support attendance.

3. Who is this policy applicable to?

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

- A child (and their siblings if they are also attending Tufnell Park Primary School) who 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.
- When a whole bubble (class or phase) is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All children, in the case of a national lockdown requiring schools to close.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include the following:

Online Tools

Early Years Foundation Stage - Class Dojo.

Years 1 and 2 - Class Dojo.

Years 3, 4, 5 and 6 - Class Dojo and Google Classroom.

Use of Recorded Video

For start of day/register.

Curated teaching content

General overview of the day.

Use of 'live' teaching

For live start of day/register.

Daily live lessons.

Check in.

General overview of the day.

Structured surgery times following teaching input.

Feedback Mechanisms

General feedback on Class Dojo.

Structured surgery times through Class Dojo.

Google Mote voice notes left on work submitted.

Where necessary, an agreed phone call home.

Physical Materials

- If requested, paper copies of work will be available.
- If families do not have access to appropriate technology to complete work online, the school is able to loan laptops and, if necessary, explore options for providing internet access.
- Pencils, colouring pencils and other materials available on request.
- Early Years learning packs - containing stationery, but not paper-based learning – will be provided.

Other Resources

The school website will provide links to other learning materials, including a curated offer to support wider learning and support well-being.

A weekly timetable will be posted on each class page on the website

5. Home and School Partnership

Tufnell Park Primary School is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning may look different for different families in order to suit their individual needs.

Tufnell Park Primary School will provide training for all children on how to access relevant platforms. Videos and *How to...* guides will be available on class pages on the website to assist parents.

If a whole class is self-isolating, the class teacher will take a daily 'live' register through Google Meets. Anyone who has not responded will be called that day.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Tufnell Park Primary School would recommend that each 'school day' at home maintains this structure. All teachers will begin the day with an online 'register' at 9:00 am to support this. In the case of national/whole school lockdown, registration may be staggered to allow for siblings to attend sessions.

We would encourage parents to support their children's efforts to learn, including finding an appropriate place to work and, to the best of their ability, support pupils with activities, encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set regularly and promptly. Should accessing work be an issue, parents should contact school and alternative solutions may be available. These will be discussed on a case-to-case basis.

In line with Tufnell Park Primary School's 'digital charter', we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet. As previously stated, we believe that keeping children active and playful is just as important as formal academic learning; minimising time on screen and ensuring children undertake regular physical activity are vital for healthy development, no more so than during lockdown or isolation.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

1 - When individual children are isolating:

Class teachers are responsible for providing resources to support the class lessons taught that day. These will be available online or in paper packs. Teachers will only be available online for very limited times, and not necessarily during the school day.

2 - When a whole class/bubble are isolating, or whole school closure/lockdown:

Class teachers are responsible for:

- Setting work:
 - Teachers will set work for the children in their classes. This includes those responsible for streamed groups in Years 5 and 6, and Phonics groups in KS1.

- The work set should follow the usual timetable for the class and include daily English and maths plus at two further activities, covering the range of other subjects. Teachers will provide a teaching element to all of these lessons - using audio, video and/or Powerpoint.
- To support engagement and daily structure, all teachers (in Y1 – 6) will begin the day with a 'live' register at 9:00 am via Google Meets (staggered times across school if necessary)
- The work will be a continuation of topics currently taking place in the classroom.
- Additionally, teachers will signpost children to additional resources if required.
- Daily work, teaching and activities will be shared on the relevant platform.
- All work will be uploaded by 8.30am.

● Providing feedback and support to children and parents:

- General feedback will be provided on Class Dojo and Google.
- Additional 'verbal' feedback using Google Mote will be used in Y1 – 6.
- Teachers will provide daily scheduled surgery times for additional support through Class Dojo and Google, including follow-up sessions after 'live' teaching.
- If needed, extra support will be provided by scheduled booked phone conversations or Meets.

● Keeping in touch with pupils who aren't in school, and their parents:

- If there is a concern around the level of engagement of a child, parents will be contacted by the teacher via phone to offer support.
- 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.

3 - If a teacher is self-isolating but their class is not.

Class teachers are responsible for:

- Maintaining daily contact with their Phase Leader and the supply teacher covering their class to ensure the curriculum is being covered and meets the needs of all children.
- Maintaining daily contact with their class through an appropriate platform.

4 - If a teacher is ill whilst their class is self-isolating

In this case, Phase Leaders and/or SLT will provide the remote learning for the class.

5 - General Points

If staff 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.

Tufnell Park Primary School will provide refresher training sessions and induction for new staff on how to operate remotely on relevant platforms.

Teaching Assistants

If Teaching Assistants and other support staff 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.

During the school day, teaching assistants must complete tasks as directed by a class teacher, Phase Leader or member of the SLT.

If Teaching Assistants are working from home due to self-isolation/lockdown, they will be responsible for:

- Making well-being phone calls to all pupils in their class/classes over the course of the week.
- Maintaining daily contact with their class teacher, phase leader or line manager.
- Providing additional resources for SEND children with whom they regularly work, including leading remote interventions, and making contact with their parents on a daily basis.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- 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.

ICT Support

Islington Schools' ICT support 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.
- Assisting the school in supporting pupils and parents to access the internet or devices.

The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- 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.

The School Business Manager is responsible for:

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

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 – not only with children's learning, but with wider support issues.
- Support children in establishing and maintaining routines, and in finding an appropriate place to complete learning.
- To the best of their ability, support pupils with work, encouraging them to engage with good levels of concentration.
- Be respectful when making any complaints or concerns known to staff.

Governing Body

The governing body 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.

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding Procedures
- Behaviour Policy
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- Online Safety and Acceptable Use Policy
- Code of Conduct for Phone calls
- End User Agreements for Google Classroom and Class Dojo

Tufnell Park Primary School - Remote Learning example day – full lockdown/school closure

	Early Years	Year 1 and 2	Year 3 and 4	Year 5 and 6
Registration	Registration activity - question	Live Google Meets – social meet (20 mins)	Live Google Meets – social meet (20 mins)	Live Google Meets – social meet (20 mins)
Session 1	Range of interactive activities all posted at 8:30 to allow parents to select content and plan timings appropriately throughout day. Activities will: Reflect all areas of learning	Live session leads into pre-recorded Maths video (10 mins) – teacher introduces topic/content with recap and quickfire questioning (10 mins) Children complete activity independently, with teacher available for support Feedback provided via Mote and work shared on Dojo	Live session leads into pre-recorded Maths video (10 mins) – teacher introduces topic/content with recap and quickfire questioning (10 mins) Children complete activity independently, with teacher available for support Feedback provided via Mote and work shared on Dojo	Meets session leads into live Maths session – teacher using IWB or PowerPoint 20 mins live input Children complete activity independently, with teacher available for support throughout (30 mins) Feedback provided via Mote and work shared on Dojo (10 mins)
Session 2	Be active and play based, with little or no paper based learning Include daily physical activity	Pre-recorded English video, using Loom, narrated by teacher with opportunities for interaction from children (20 mins) Children complete activity independently, with teacher available online for support (20 mins) Feedback provided via Mote and work shared on Dojo	Pre-recorded English video, using Loom, narrated by teacher with opportunities for interaction from children. Children complete activity independently, with teacher available online for support OR live English session on Google Meets - teacher using IWB or PowerPoint 20 mins live input Children complete activity independently, with teacher available for support throughout (30 mins) Feedback provided via Mote and work shared on Dojo	Live English session on Google Meets - teacher using IWB or PowerPoint 20 mins live input Children complete activity independently, with teacher available for support throughout (30 mins) Live plenary session (10 mins) Feedback provided via Mote and work shared on Dojo
Lunch break				
Session 3	Live session – Meets with singing, phonics, storytelling (30 mins)	Teacher input – live, recorded or PowerPoint (≥ 40 mins)	Teacher input – live, recorded or PowerPoint (≥ 40 mins)	Teacher input – live, recorded or PowerPoint (≥ 60 mins)
Session 4	Parents to attend with children	Specialist teachers recorded curated input (PE, Dance Music ≥ 20 mins)	Specialist teachers recorded curated input (PE, Dance Music ≥ 30 mins)	Specialist teachers recorded curated input (PE, Dance Music ≥ 30 mins)
Signing off	Share day's work on Dojo	Google Meets – storytelling, share experiences etc from the day	Google Meets – storytelling, share experiences etc from the day	Google Meets – share experiences etc from the day