



PERIVALE
PRIMARY SCHOOL

Remote Learning Guidance

Committee with oversight for this policy – Standards Teaching & Learning	
Policy to be approved by the Headteacher	
Policy last reviewed by the Standards Teaching and Learning Committee	14/10/2022
Policy last ratified and adopted by the Headteacher	14/10/2022
Policy / Document due for review	October 2023

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1. Aims

This remote learning guidance document aims to:

- › Ensure consistency in the approach to remote learning for pupils who aren't in school
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.2 Roles and Responsibilities when pupils are self-isolating

2.2.1 Teachers

- › Setting work
 - Teachers will liaise with SLT and staff member delivering home learning to ensure a clear outline of lessons that is in line with current learning in the classroom.
 - Teachers will use Oak Academy to provide work and other agreed resources, ensuring all children have access to hardware and logins.
- › Providing feedback
 - Teachers will liaise with the phase HLTA who will provide daily support for pupils to see how the child/children are getting on with their learning.

2.2.2 HLTAs

- › Setting work
 - Work will be set for English, Reading/phonics, maths and one foundation subject using Oak Academy.
 - For Years 2 to 6 the HLTA will support via Zoom for a minimum of 60 minutes per day. This will be run as a drop-in session for pupils to ask for support.

- EYFS and Year 1 will have a 30-minute daily phonics and a 30-minute story time zoom.
- Where capacity is not available for HLTAs to support learning a printed pack may be sent home or work may be posted for pupils to complete independently.

› Providing Feedback

- The HLTA will check work submitted to Google Classroom daily and raise any concerns with the class teacher.
- The HLTA will provide feedback during Zoom sessions where appropriate.

2.2.3 Teaching Assistants

- › Teaching Assistants will continue to support in class as usual.

2.2.4 Teaching Assistants providing 1:1 support

- › Teaching Assistants will provide support via Zoom and Google Classroom should the pupil they normally support be self-isolating.

2.2.5 Senior Leaders

› Support and Monitoring

- The senior leader allocated to that phase will check the home learning pack is appropriately differentiated for the children isolating.
- The senior leader allocated to the phase with pupils self-isolating will check that work is uploaded and that HLTAs are able to support children with their learning.
- The senior leader allocated to the phase will drop in on Zoom meetings periodically to ensure everything is running as expected.

2.2.6 Administration Team

› Home Learning Materials

- The administration team will organise for the Home Learning Packs to be sent home.
- The administration team will communicate to parents the expectations of remote learning during isolation.
- The administration team will liaise with parents to find a suitable time for a daily Zoom to take place.

2.3 Roles and Responsibilities when a bubble is isolating

2.3.1 Teachers

› Before the children are sent home

- One of the year group teachers will have PPA for the afternoon. This time will be used to prepare as much of the printed materials needed for the next two weeks.
- Teachers will make sure each child gets a home learning pack and takes home all belongings.

› Daily expectations during bubble isolation

- When providing remote learning, teachers must be available between 8:30am and 3:30pm.
- Teachers will provide four lessons a day: reading, writing, maths and one foundation subject. These will follow the planned school curriculum as much as possible. This work should be uploaded to Google Classroom by 2:30pm the day before lessons are taught so Teaching Assistants can see what is coming up.
- Teachers will provide an input for all lessons. This may be live via Zoom or pre-recorded. Approximately 15 minutes input for each subject which includes the following elements:
 - Introduce LO and success criteria
 - Interactive input using my turn, your turn modelling and taking feedback from pupils
 - Explanation of set task for pupils to complete after zoom has finished
- Children who are unsure of task can stay on Zoom meeting after 10am for extra support.
- Teachers need to be present on a class Zoom from 9:00am to 10:00am for daily input and from 2:30pm to 3:00pm for a review of the days learning.
- When not on Zoom teachers need to be available to children via Google Classroom.
- Teachers will identify pupils for Teaching Assistants to support. This may be via Google Classroom or via an additional Zoom meeting.
- Teachers will communicate daily with support staff with regards to the support needed for children and the method of delivery.
- Parents will use the year group email address to contact teachers if there are any concerns. This inbox is to be checked daily.
- Any parent complaints are to be forwarded to the phase leader and identified member of SLT for the phase who will liaise and respond accordingly.

› Providing feedback

- Teachers will access children's work via Google Classroom and send feedback accordingly. This could be via the learning platform or during a Zoom where appropriate.
- Teachers will ensure children receive feedback a minimum of once for each of the core learning areas per week.
- Assessment of work will be used to inform future planning.

2.3.2 HLTAs

- › Before the children are sent home
 - The HLTA will cover one class teacher to allow for preparation to take place.
- › Daily expectations during bubble isolation if HLTA is also isolating
 - HLTAs are expected to be present for daily Zoom sessions between 9:00am and 10:00am and 2:30pm and 3:00pm.
 - Should a HLTA have to isolate they will liaise with the class teachers to identify pupils to support. This support may be given via Google Classroom or via additional Zoom meetings.

2.3.3 Teaching Assistants

- › Daily expectations during bubble isolation
 - Teaching Assistants are expected to be present for daily Zoom sessions between 9:00am and 10:00am and 2:30pm and 3:00pm.
 - Teachers will identify pupils for Teaching Assistants to support. This support may be given via Google Classroom or via additional Zoom meetings.

2.3.4 Teaching Assistants providing 1:1 support

- › Daily expectations during bubble isolation
 - Teachers will provide work and guidance for pupils receiving 1:1 support. This support may be given via Google Classroom or via additional Zoom meetings.

2.3.5 Senior Leaders

- › Support and Monitoring
 - The senior leader allocated to that phase will check the home learning provision is appropriate for the year group.
 - The senior leader allocated to the phase with pupils self-isolating will check that work is uploaded and that Teaching Assistants are able to support children with their learning.
 - The senior leader allocated to the phase will drop in on Zoom meetings periodically to ensure everything is running as expected.

2.3.6 Administration team

- The administration team will communicate to parents the expectations of remote learning during isolation.

2.3.7 The daily timetable

Time	Teacher	Children	HLTA	TA
9:00 – 10:00	Via Zoom: Registration Input and modelling for the day	Via Zoom: Registration Input and modelling for the day	Input and modelling for small group of pupils in a breakout room	Supporting with monitoring of pupils during Zoom input
10:00 – 12:00	Marking work and providing feedback via Google Classroom Using AFL to identify next steps for learning Supporting children in response to support requests Check and respond to parent emails	Completing daily tasks	Small group work via Zoom or supporting pupils via Google Classroom	Small group work via Zoom or supporting pupils via Google Classroom
12:00 – 1:00	Lunch	Lunch	Lunch	Lunch
1:00 – 2:30	Preparation of modelling videos/ work for next day	Completing daily tasks	Small group work via Zoom or supporting pupils via Google Classroom	Small group work via Zoom or supporting pupils via Google Classroom
2:30 – 3:00	Via Zoom: Review of days learning Story time – class reader	Via Zoom: Review of days learning Story time – class reader	Provide feedback email for class teacher	Provide feedback email for class teacher
3:00 – 3:30	Daily check in with SLT	Completing daily tasks	Review following days learning	Review following days learning

2.4 Roles and Responsibilities during a tier 4 lockdown – Home Learning

2.4.1 Teachers

› Before lockdown commences

- Teachers to prepare home learning with as many of the upcoming lessons that need materials printed as possible.
- Teachers will identify pupils for Teaching Assistants to support. This will be done during the class zoom session via the breakout room function. The support can go on for longer than the session providing that siblings do not require the device for another zoom.

› Daily expectations during tier 4 lockdown

- When providing remote learning, teachers must be available between 8:30am and 3:30pm.
- Teachers will provide four lessons a day: reading, writing, maths and one foundation subject. These will follow the planned school curriculum as much as possible. This work should be uploaded to Google Classroom by 2:30pm the day before lessons are taught so Teaching Assistants can see what is coming up.
- Teachers will provide a schedule for focused teaching based on the needs of the class. This will combine live teaching on one subject a day and pre-recorded videos of the other subjects. White Rose will be used to support the delivery of maths. An example of a weekly timetable for Zoom focus can be found in Appendix 1.
- Children who are unsure of task can stay on after Zoom meeting after 10am.
- Teachers need to be present on a class Zoom as per the daily Zoom timetable.
- When not on Zoom teachers need to be available to children via Google Classroom.
- Teachers will communicate daily with support staff with regards to the support needed for children and the method of delivery.
- Parents will use the year group email address to contact teachers if there are any concerns. This inbox is to be checked daily.
- Any parent complaints are to be forwarded to the phase leader and identified member of SLT for the phase who will liaise and respond accordingly.

› Assessment and feedback

- Teachers will access children's work via Google Classroom and send feedback accordingly. This could be via the learning platform or during a Zoom where appropriate.
- Teachers will ensure children receive feedback a minimum of once for each of the core learning areas per week.
- Teachers will aim to provide feedback within 48 working hours of work being submitted.
- Each week children will complete mini quizzes based on their learning for that week as summative assessment.
- Assessment of work will be used to inform future planning.

- Teachers are expected to use AfL during remote learning. This will be achieved through the following:
 - End of unit or topic quizzes
 - Traffic lights by pupils when submitting work
 - Targeted questioning to elicit understanding
 - Tracking key Learning objectives
 - Using Test style questions
 - Homework tasks

2.4.2 Teaching Assistants

› Daily expectations during tier 4 lockdown

- Teaching Assistants are expected to be present for daily Zoom sessions as per the whole school timetable and for additional support sessions for identified pupils unless they are providing support in school to Key Worker and Vulnerable pupils.
- Teachers will identify pupils for Teaching Assistants to support. This support may be given via Google Classroom or via additional Zoom meetings.
- Where appropriate Teaching Assistants may provide feedback to pupils.
- Teaching Assistants will check in with teachers once a day to feedback and discuss next steps.

2.4.3 Teaching Assistants providing 1:1 support

› Daily expectations during bubble isolation

- Teachers will provide work and guidance for pupils receiving 1:1 support. This support may be given via Google Classroom or via additional Zoom meetings.
- Teaching Assistants will check in with teachers once a day to feedback and discuss next steps.

2.4.4 Senior Leaders

› Support and Monitoring

- The senior leader allocated to that phase will check the home learning provision is appropriate for the year group/phase.
- The senior leader allocated to the phase with pupils self-isolating will check that Teaching Assistants are able to support children with their learning.
- The senior leader allocated to the phase will drop in on Zoom meetings periodically to ensure everything is running as expected.

2.4.5 Administration team

- The administration team will communicate to parents the expectations of remote learning during isolation.

2.4.6 The Daily Timetable

› Individual timetables

- Teachers will need to prepare their own timetable for the day that allows for PPA, delivery of input during the allotted Zoom timeslot, marking and feedback and correspondence with staff within their team.

Time	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9:00 – 10:00							
10:00 – 10:45	Zoom Morning registration and first lesson input	Zoom Morning registration and first lesson input	Zoom Morning registration and first lesson input	Zoom Morning registration and first lesson input	Zoom Morning registration and first lesson input	Zoom Morning registration and first lesson input	Zoom Morning registration and first lesson input
10:45 – 11:30	Child independent task	Child independent task	Child independent task	Child independent task	Child independent task	Child independent task	Child independent task
11:30- 12:15	Zoom Second lesson input	Zoom Second lesson input	Zoom Second lesson input	Zoom Second lesson input	Zoom Second lesson input	Zoom Second lesson input	Zoom Second lesson input
12:15 – 1:00	Child independent task	Child independent task	Child independent task	Child independent task	Child independent task	Child independent task	Child independent task
1:00- 1:45	Zoom Third lesson input and setting reading task	Zoom Third lesson input and setting reading task	Zoom Third lesson input and setting reading task	Zoom Third lesson input and setting reading task	Zoom Third lesson input and setting reading task	Zoom Third lesson input and setting reading task	Zoom Third lesson input and setting reading task
1:45 – 2:30	Child independent task	Child independent task	Child independent task	Child independent task	Child independent task	Child independent task	Child independent task
2:30 – 3:00	Zoom Story time	Zoom Story time	Zoom Story time	Zoom Story time	Zoom Story time	Zoom Story time	Zoom Story time

› Children’s workload KS1 and KS2

- Children will be set 4 lessons per day: reading, writing, maths and one foundation subject. We anticipate learning should take up to 3 hours per day for Year 1 and 2 and 4 hours per day for years 3 to 6.

2.5 Roles and Responsibilities during a tier 4 lockdown – Critical Worker groups

2.5.1 Staffing

- Cover for critical worker bubbles will be on a rota basis. This will be supplied by peripatetic teachers from Sports Plus and Sing Education. Bubbles will also be supported by HLTAs, Cover Supervisor, Teaching Assistants and SLT.

- Children of critical workers will be at school from 8:45am to 3:00pm.
- Staff will complete registrations and send data to Kaye Bougouzi to complete daily return.

2.5.2 Teaching and Learning

- Pupils will be issued with a chrome book and learning pack to be used at school.
- Pupils will access the learning provided by their class teacher and will attend daily zoom meetings for their class.
- Pupils learning will be supported by the adults within the bubble.
- Once all daily learning has been completed the children will have access to additional music, P.E. and creative lessons.
- Staff will check engagement through the daily register survey, Zoom registers and checking work has been submitted. Staff will contact families who are not engaging with learning via telephone.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although consider they may not always be in front of a device the entire time
- › Try and complete the work without help from adults at home.
- › Complete work to the deadline set by teachers.
- › Seek help if they need it, from teachers or teaching assistants.
- › Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- › Setting daily routines for children to access and complete work.
- › Make the school aware if their child is sick or otherwise can't complete work.
- › Seek help from the school if they need it.
- › Be respectful when making any complaints or concerns known to staff.
- › We do not expect parents to sit and support pupils with their work. Where possible children should complete work independently but should be afforded peace and quiet, where possible, to allow them to focus.

2.7 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.

3. Who to contact

If parents have any questions or concerns about remote learning, then please contact the school via the year group email address:

EYFS@perivale.ealing.sch.uk

Year1@perivale.ealing.sch.uk

Year2@perivale.ealing.sch.uk

Year3@perivale.ealing.sch.uk

Year4@perivale.ealing.sch.uk

Year5@perivale.ealing.sch.uk

Year6@perivale.ealing.sch.uk

If parents have issues surrounding devices and internet connectivity please contact the school office.

4. Data protection

4.1 Accessing personal data

From 25th May 2018, the rules around data protection changed and the new GDPR (General Data Protection Regulation) came into effect. Perivale Primary School complies with the new regulations and ensures that all personal data is kept safe and secure.

When accessing personal data for remote learning purposes, all staff members will use a school Chrome book and a school log in.

4.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

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).
- › Ensure all school data and information (including planning) is stored on the school G Drive.
- › 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.

5. Online resources

Staff and pupils will use a variety of online resources to support learning. This list is not exhaustive.

- Zoom for live lessons – link and log in details shared via text www.zoom.us
- Google Classroom for posting and receiving work (personal log in needed) www.classroom.google.com
- Oak Academy for maths www.thenational.academy
- Big Cat Ebooks for reading (personal log in needed)
<https://ops.collinsopenpage.com/sso/login?service=https://ebooks.collinsopenpage.com/wr/index.html&eulogin=true>
- BBC Bitesize <https://www.bbc.co.uk/bitesize>

Appendix 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Maths</u></p> <p>Teachers will introduce the Maths work explaining LO's and success Criteria for the next 2 days and set expectations.</p> <p>Teachers will deliver maths input using White Rose resources.</p> <p>Teachers will model answering questions and explain any misconceptions.</p> <p>Teachers will ensure that appropriate differentiation and challenge is available</p> <p>Remind pupils that work for other subjects has been set for them with recorded videos and you can answer questions during the day regarding this work.</p>	<p><u>Reading</u></p> <p>Teachers will introduce the reading work explaining LO's and success Criteria for the next 2 days and set expectations.</p> <p>Teachers will read some of the text and model answering questions with pupil input.</p> <p>Teachers will explain any difficult vocabulary and check pupils understanding.</p> <p>Teachers will ensure that appropriate differentiation and challenge is available</p> <p>Remind pupils that work for other subjects has been set for them with recorded videos and that you can answer questions during the day regarding this work.</p>	<p><u>Writing</u></p> <p>Teachers will introduce the Writing work explaining LO's and success Criteria for the next 2 days and set expectations.</p> <p>Teachers will model and teach using JC strategies.</p> <p>Teachers will ensure pupils understand the given work for the next 2 days.</p> <p>Teachers will ensure that appropriate differentiation and challenge is available</p> <p>Remind pupils that work for other subjects has been set for them with recorded videos and that you can answer questions during the day regarding this work.</p>	<p><u>Maths</u></p> <p>Teachers will introduce the Maths work explaining LO's and success Criteria for the next 2 days and set expectations.</p> <p>Teachers will deliver maths input using White Rose resources.</p> <p>Teachers will model answering questions and explain any misconceptions.</p> <p>Teachers will ensure that appropriate differentiation and challenge is available</p> <p>Remind pupils that work for other subjects has been set for them with recorded videos and you can answer questions during the day regarding this work.</p>	<p><u>Reading</u></p> <p>Teachers will introduce the reading work explaining LO's and success Criteria for the next 2 days and set expectations.</p> <p>Teachers will read some of the text and model answering questions with pupil input.</p> <p>Teachers will explain any difficult vocabulary and check pupils understanding.</p> <p>Teachers will ensure that appropriate differentiation and challenge is available</p> <p>Remind pupils that work for other subjects has been set for them with recorded videos and that you can answer questions during the day regarding this work.</p>

