Herne Junior School
Remote Learning Procedure

Introduction

During the Covid-19 global pandemic, Herne Junior School is likely to have individuals, groups or even whole classes who are unable to attend school due to the need to self-isolate or because of a local/national lockdown. In these instances, staff at Herne Junior School will continue to provide education and support to our children using remote learning.

When will the remote learning plan be applied?

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household (or suspected case).

2. A group of children are self-isolating because of a case of coronavirus in the bubble.

3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus/partial school closure.

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools. (APPENDIX 1)

Flexibility of Learning

This remote learning plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. Circumstances that cause a class bubble/year group or school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides.

- o   Parents may be trying to work from home so access to technology as a family may be limited.

- o   Parents may have two or more children trying to access technology and need to prioritise the needs of individual children.

- o   Teachers may be trying to manage their home situation and the learning of their own children.

- o   Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, clear deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so shouldn't be considered as optional (unless a child is too unwell to complete the work). Children and parents should consider the arrangements as set out in this document as highly recommended.

REMOTE LEARNING PLAN PROCEDURE

In line with expectations from the Department for Education, the remote learning procedure for Herne Junior School will:

o Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
o Give access to high quality remote education resources.
o Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
o Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access as a last resort, due to the school's digital resources available e.g. loaning of iPads.
o Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

In the event of children or classes needing to be educated from home during this academic year, the remote learning procedure will be applied. The procedure has TWO STAGES that apply to individual children or classes (bubbles) at different trigger points.

Stage 1
In the event of individual children having to self-isolate when they:

o Are directed to do so by NHS Test and Trace.
o Display Covid-19 symptoms and are awaiting a test and the subsequent results.
o Are quarantining having been directed to by the government having returned to the UK from abroad.
o Have tested positive for Covid-19.

In this instance, children will be provided with blended learning. Blended learning is the term used to describe children engaging in learning at home that is closely matched to the learning that is taking place in school.

We have matched our school curriculum, as closely as possible, to the Oak National Academy curriculum. This ensures that children will be following an ambitious, planned and carefully sequenced curriculum that allows access to high-quality online resources and teaching videos that cover the most critical aspects of learning that is being taught in school.
Remote learning at stage 1 will be made available from the remote learning page of our school website:
Year 3
https://www.herne.hants.sch.uk/page/?title=Year+3+Home+Learning&pid=103
Year 4
https://www.herne.hants.sch.uk/page/?title=Year+4+Home+Learning&pid=104
Year 5
https://www.herne.hants.sch.uk/page/?title=Year+5+Home+Learning&pid=105
Year 6
https://www.herne.hants.sch.uk/page/?title=Year+6+Home+Learning&pid=106
(APPENDIX 4)

Each day, children will be expected to complete approx.
o Morning Work
o 60 minutes of Maths
o 60 minutes of English
o 45 minutes of Reading (lesson)
o 60-90 minutes of Independent Project learning (linked to theme lessons)
o To read for at least 15 minutes to an adult

- 20 minutes of Spelling (lesson)

They also have the option to;

- Complete a 20-minute session on times table rock stars.
- Daily use of doodle maths/English
- Reading for Pleasure

This way, learning at home will be equivalent in length to the education taking place in school.

All children will be able to complete work in their homework books, paper and/or on a laptop/PC etc. However, there will also be Home Learning books available from the School Office if needed.

Following a period of self-isolation, these books should be handed to class teachers so that they can review the progress that children have made at home, provide them with feedback and support them to re-connect with the curriculum being taught in school. The books will then be returned to the child in case of a future period of self-isolation. Children/parents (if they prefer) can photograph and email completed work to the class teacher.

If children are away from school for five or more days, class teachers/LSAs will call home to talk to both children and parents. During this conversation, teachers will be able to reflect upon the learning that has been taking place by asking children about the different aspects of learning that they have been working on. They will ask parents about how their children have engaged with the learning and if any additional support can be provided to support them or their children.

We welcome feedback about the systems we have in place so that we can continue to review and refine them.

Throughout the time that children are learning at home, parents and children can contact the school if they have any problems accessing home learning or if they have any concerns that they would like support with.

Please contact us by calling the school office (01730 263746) or emailing admin@hernejunior.com .

Stage 2
In the event of a class/bubble having to self-isolate and the teacher being well enough to teach.

From the day of a class having to self-isolate, class teachers will be ready to teach children the lessons that they would have been having in school. These will be delivered through 'Google Classrooms' (APPENDIX 2) and will ensure that children are receiving the same education as their peers who are still in school.

Lesson content will be delivered in a variety of ways with some elements of the lesson being taught live and some being recorded in advance so that children can watch teaching inputs before completing their work independently. Some of the work may be set using videos from Oak Academy and/or White Rose Maths. Throughout the school day, children will be able to interact with their class teachers who will be able to support and challenge them to ensure that they are making good progress.

As with many new initiatives, there is likely to be lots of learning for us to do as a school team to ensure that all aspects of remote learning (but particularly those at stage 2) run smoothly and result in the best outcomes for our children. If there are glitches early on with the technology, please share these with us and we will do our best to resolve these as soon as possible.

Teaching Staff will;

- Continue teaching in line with their current medium and short term planning, adapted to be delivered through an online platform.

- o Share teaching and activities with their class through the Google Classroom Platform.
- o Worksheets/videos will be downloadable from the school's Google Classroom. Paper copies will be made available from the school for those who request them.
- o Set work so that pupils have meaningful and ambitious work each day (KS2 = 4 HOURS) in a number of different subjects.
- o Ensure the work is well sequenced and so that knowledge and skills are built incrementally.
- o Set a daily 'Google Meet' video conference or recorded video for all pupils in which the teacher will talk through the days learning and establish the day's intended learning journey/sequence and outcomes.
- o Use high quality curriculum resources and/or videos to ensure that frequent, clear explanations are provided for new content. These can be delivered either 'live', through 'Google Meet', via a pre-recorded class teacher video or a high quality on-line resource.
- o Online resources will be clearly signposted by the above methods. These will largely consist of BBC Bitesize Resources, Oak National Resources, and White Rose Maths resources.
- o Keep in contact with children through the Google Classroom platform only.
- o Check pupils' work daily and provide appropriate feedback. Teachers will use these assessments to adjust future planning and delivery for groups and individuals. (APPENDIX 4)
- o Reply to messages, set work and give feedback on activities during the normal teaching hours 8.45 am – 4.00 pm.
- o Check pupils' engagement with the remote learning by noting their involvement in Google Meet sessions, quantity/frequency of submitted work. Teachers will follow up any concerns with an email to the parents/followed by a telephone call in order to determine if further support is required.
- o Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this.
- o Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways.
- o Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. CPD.
- o If unwell themselves, be covered by another staff member (if possible) for the sharing of activities. Follow up of messages on the Google Classrooms Platform apps during this time will not be undertaken until the teacher is fit to work.

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home, or additional support from adults within school. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- o Differentiated activities tailored to support the needs of the individual.
- o Frequent email/phone contact from class teacher to parents – offering further support if required.
- o Optional virtual pastoral support if required.

Children will;

- o Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- o To use the school's values to try their best at home.
- o Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
- o Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that.
- o Read daily, either independently or with an adult.
- o Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

Parents will:

- o Support their child's learning to the best of their ability.
- o Encourage their child to access and engage with the daily posts from their teacher.
- o Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of their child's Google Classroom account.
- o Know they can continue to contact their class teacher as normal through the Google classroom platform if they require support of any kind.
- o Check their child's completed work each day and encourage the progress that is being made.
- o Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
- o Ask the school if they requires the loan of an IPad to access home learning.

See below for Appendices

Appendix 1

Government Expectations (Remote Education Support)

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.

In developing these contingency plans, we expect schools to:

- o Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
- o Give access to high quality remote education resources.
- o Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- o Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- o Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- o Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- o Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- o Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- o Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- o Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- o Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

o   We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Appendix 2

Google Classroom

Instructions for Parents –

How to use our school's Google Classroom and G-Suite

We would like every parent to make sure their child can access the Google Classroom site in preparation for if their child's bubble is shut down. Using Google Classroom means that teachers can upload work to the site ready for children to complete, and then the children can submit this work back to the teacher ready to be marked. It also means that that they will be able to access Google Meet links through Google Classroom for live lessons. Google Classroom can be accessed from any computer, or from any apple/android tablet or smart phone (though sadly not an Amazon Fire). If you are using a phone or a tablet, it is also well worth downloading some other key Google Suite products that are listed below. The children have been trained how to use the computer version, so they are more familiar with this way of accessing the software. **Ideally it is worth having it on the computer and on your phone, as the phone app will send you notifications when messages have been sent and work has been submitted for your child to complete.** All the software and all the apps are free. The easiest way to understand Google Classroom and G-Suite is to watch Mr Castle's videos, in which talks though how to login and how to use this new web based software. Find the video here at:

https://www.hernejunior.com/page/?title=Google+Classroom+Tutorials&pid=162
(It is under the 'Covid' tab on the website and then 'Google Classroom Tutorials')

Smartphones and tablets: download the free Google Classroom app, the Google Docs app (Google's version of word), the Google Drive app (cloud storage), the Google Slides app (Google's version of PowerPoint) and the Google Meet app (needed for live lessons).
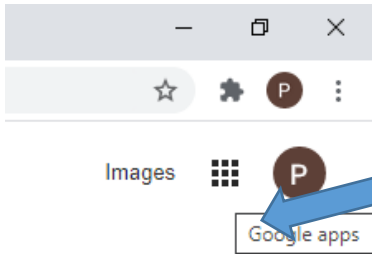
Android devices	iOS devices (iPhones and iPads)

• Open the Play Store app • Search for 'Google Classroom' • Tap 'Google Classroom' • Tap 'Install' • Then repeat for 'Google Drive', 'Google Docs', 'Google Slides' and 'Google Meet'.	• Open the App Store app • Search for 'Google Classroom' • Tap 'Google Classroom' • Tap 'Get' • Then repeat for 'Google Drive', 'Google Docs', 'Google Slides' and 'Google Meet'.

Once the Google Classroom app has been downloaded, open it and log into your child's 'G Suite for Education' account.

Computers and laptops: log in to Google Classroom
- Go to www.classroom.google.com
- Log in with your child's 'G Suite for Education' account
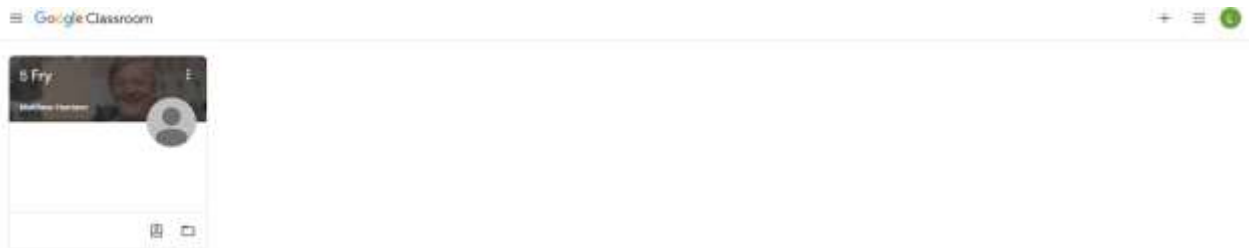

Unlike the tablet or phone version, you don't need to download any extra G-Suite products. When you have logged into Google Classroom it will automatically log your child into the whole of G-Suite, so when you click this icon (the nine small squares) it will open up the whole of G-Suite (including Google Docs, Google Slides, Google Sites, Google Drive and Google Meet.

Usernames and Passwords

- The children's username is the children's internal email account (where they can only send and receive message from other Herne Junior accounts).

- Their password has been randomly selected by Google –so they are quite complicated. However, when you have logged in to Google Classroom, it will remember you and you generally do not have to login again.

- This username and password is for the whole of G-Suite, which includes Google Classroom, their Google Drive and Google Meet.
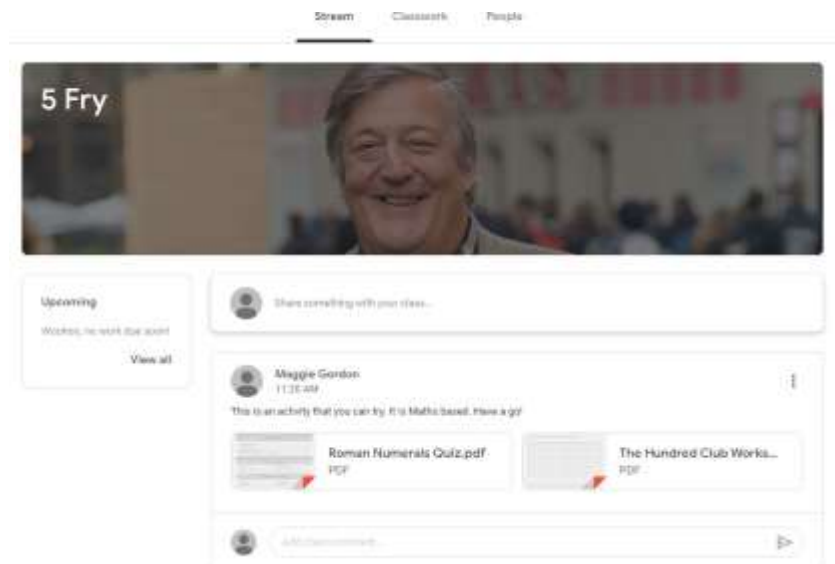

Logging into Google Classroom

When you first log into Google Classroom, you will see a page similar to
the one below. To the left, you will see the class they are a part of,
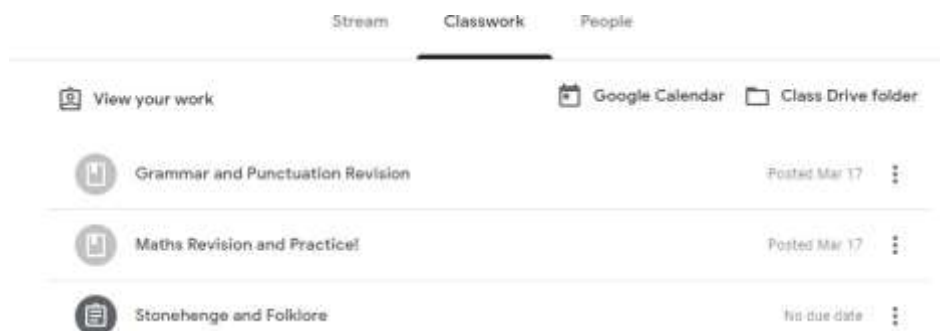and to the top right, the initial of their first name. From here, you

should click onto the class.

Once inside their Classroom, you will be on a tab titled 'Stream'. This
is the hub of the Classroom in which children will see assignments.
This is where the class teacher can leave messages to the class
and it will identify when new work is set.

The second tab is titled 'Classwork'. Although classwork does appear
on the Stream - the classwork tab is the streamlined location to
find the assignments directly from the teachers.

How to get and hand in work (computers and laptops)
- Go to Google Classroom.
- Click 'Classwork'.
- Click on an assignment, then 'View assignment'.
- On the right-hand side of the page, click 'Add or create'. Depending on the type of work the teacher has set.
- You can take photos of your child's completed work, upload them to your computer and then upload the photos in Google Classroom – click 'File', then 'Select files from your device', then 'Upload'.
- Or, your child can type up their answers in a Google Doc – click 'Docs' to load a new Google Doc.
- Once your child has finished their work, click 'Turn in', then 'Turn in' again to confirm.
- If you have made a mistake, you can click 'Unsubmit' to return the work to you, then follow the previous steps to resubmit work.
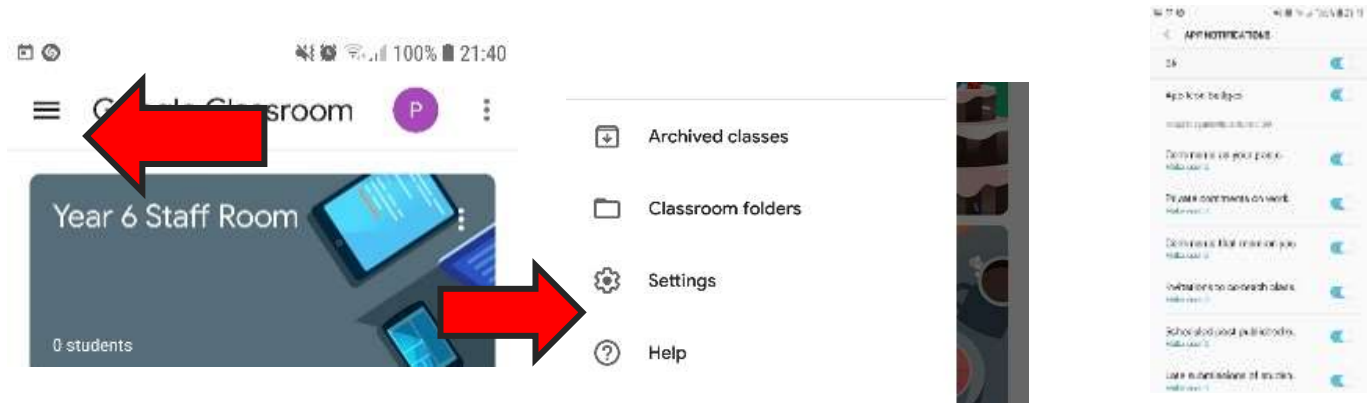
How to hand in work (mobile devices – Android or iOS)
- Open the Google Classroom app.
- Tap on your child's class, then 'Classwork' (at the bottom).
- Tap on an assignment, then the arrow at the bottom.
- Tap 'Add attachment'. Depending on the type of work the teacher has set.
- You can take photos of your child's completed work, upload them to your computer and then upload the photos in Google Classroom – click 'File', then tap the file on your device.
- Or, your child can type up their answers in a Google Doc – tap 'New Doc' to load a new Google doc.
- Once your child has finished their work, tap 'Turn in', then 'Turn in' again to confirm.
- If you have made a mistake, you can click 'Unsubmit' to return the work to you, then follow the previous steps to resubmit work.

Controlling notifications on your phone/tablet if you have downloaded the Google Classroom App.

Even if your child is planning to use Google Classroom on a computer, we do recommend that you also download the App, as this will send you notifications when messages appear on the Google Classroom Stream and when the children are submit work to complete.

If you click the three horizontal lines in the top left-hand corner of the App and scroll down to Settings, this is where you can control when you receive notifications. **It is well worth turning off notifications if children comment on a post and there is no need for you to be notified when this happens.**

If you have any problems with access or use, please contact the school on
admin@hernejunior.com or email your child's class teacher.

Appendix 3

Example of Work on Website

Appendix 4

Marking and feedback

As we move towards a slightly different way of working, we also need to clarify our thinking about responding to work and offering feedback that has been submitted via Google Classroom.
In school, we use a number of approaches to marking, depending on the subject and the specific learning in question.

We will offer feedback on submitted work for these lessons in the following ways.

- o Grading pieces of work out of 3 housepoints (1 = complete, 2 = completed well, 3 = completed outstandingly).
- o One piece of work a day will be selected each day with a deeper comment.

We will always do our very best to respond to questions from children while they are working – that is what has the biggest impact – and hopefully this approach will allow us to do this more effectively. In addition to this, we will have regular drop-in sessions where children can talk directly to their teacher about their learning.

Appendix 5

'Live Remote Learning Sessions using Google Meet'
(Expectations/Safeguarding)

This document establishes the expectations for participation in any 'live session' between Herne Junior School's staff and pupils learning from home.

The purpose of this procedure is:
- o To safeguard all parties involved (this is in addition to Herne Junior School's safeguarding and child protection policy).
- o To make clear the responsibilities of all parties involved in the live sessions.
- o To ensure a high-quality experience for pupils during any live session.

This set of expectations applies to sessions where:
- o There is live video interaction between pupils and teachers (these will always take place on Google Meet – and accessed through Google Classroom).

Conditions:
- o A parent/carer or responsible adult should be within earshot of their child during the live sessions.
- o The responsible adult is not expected to intervene in the live session unless there is a concern raised. Pupils will be told that if they have any problems before, during, or after a session, they should ask the parent/carer or responsible adult for help.

Concerns could include:
- o Technical issues with the computer or internet connection – allow plenty of time to check that this is working ahead of the scheduled session.
- o Not being comfortable with what is happening in a lesson.

Professional behaviour and dress:
As these sessions will occur in an informal home environment, both teachers and pupils must follow the same behaviours as they would in a school environment.
This will help minimise any safeguarding risks as follows:
- o Appropriate dress (e.g. not wearing pyjamas). Both staff and pupils should wear clothing that would typically be worn in public.
- o Demonstrating our school values.
- o Not using other technology, e.g. mobile phones, during the sessions – be present and enjoy time with each other.
- o If a child finds themselves in a Google meeting before a member of staff is present, they're expected to switch off their camera / microphone while they wait

Location of online lessons

The location in which both pupils and teachers take part in the online lesson should be suitable.

Pupils, their parents/carers/responsible adult and teachers should ensure that lessons take place:

- o In an appropriate room (e.g. not in a bedroom if possible).
- o Within earshot of a parent/carer/responsible adult.
- o In a space that is conducive to talking, where the pupil will not be disturbed.
- o In a space with no or limited external noise that may affect the session.
- o In a space without direct sunlight behind the pupil, it is difficult for them to be seen.
- o In a space that does not reveal any personal information and does not present a safeguarding risk.

Teachers will check with pupils at the start of the session if they feel comfortable in the environment and explain that they can leave the session at any time.

What should I do as a parent, carer or responsible adult if I have a concern following a live session?

If you have any concerns about any live sessions' nature, please contact Tony Markham by calling the school on 01730 263746. In his absence, please speak to Mr Castle, Mrs Marshall or Miss Balmer.

Behaviour during the live sessions

We are sure that these are sessions our children and staff will all look forward to. We hope these sessions will be a small contribution towards replicating some of the lost interaction. Our children are beautifully behaved in school, and we will expect the same standards from them when they are at home. If a pupil's behaviour is a distraction to others, they will be reminded of the expectations and if necessary, asked to leave the live session.