

Friars Primary School

Policy for Remote Education: Teaching, learning, marking and feedback

In creating this policy, the staff and governors of Friars Primary Foundation School considered the current and ongoing guidance available to schools during a national lockdown which includes:

1. "Restricting attendance during the national lockdown: Schools" DfE (January 2021)
2. "Review your remote education provision: Schools" DfE (January 2021)

This resulted in 3 guiding principles that underline this policy

1. All children are entitled to receive high quality remote learning experiences during a national lockdown.
2. All children are entitled to be fed back to about their learning during a national lockdown.
3. Staff wellbeing and workload considerations.

1. Provision:

At Friars we use Google Classroom as the main mechanism for delivering remote education when children are not able to attend because of a national lockdown.

Provision consists of the following:

EYFS and KS1:

- Teachers provide a minimum of 3 hours education a day which includes 1 English lesson, 1 maths lesson, 1 other curricular area which covers the following subjects: Science, Computing, Art, DT, Geography, History and RE. In addition, teachers may add in additional activities (which include reading and handwriting activities). For younger children in Nursery or Reception, provision may be less than 3 hours per day.

KS2:

- Teachers provide a minimum of 4 hours education a day which includes 1 English lesson, 1 maths lesson and other curricular areas which cover the following subjects: Science, Computing, Art, DT, Geography, History and RE. In addition, teachers may add in additional activities (which include reading and handwriting activities)

External provision:

- In addition to the above Music, Mandarin and PE activities are provided by external teachers who under normal circumstances would be in school delivering lessons. Their provision consists of pre-recorded video teaching (weekly for music and mandarin and daily for PE) that children can participate in as they watch. On the days that Mandarin and Music are provided in KS2 this constitutes part of the minimum four hours education a day.

As much as we are able to, we are following our whole school curriculum map which blocks some subjects (History, Geography, Art and DT) into half termly provision. Therefore, not every curriculum subject will be covered in each half term.

Core daily activities are set for children which are preceded with written instructions, or pre-recorded "live" teaching either from school staff or from commercially produced sources (i.e. White Rose Maths, Oak National Academy etc)

All year groups from Y1 upwards are invited to attend two daily "Google Meets" which are live video meetings and at Key stage 2 constitute part of the minimum 4 hours education a day. The purpose of these meetings is as follows:

- A.M the teacher sets the scene for the day and goes through the daily schedule answering any questions from children and/or parents
- P.M. the teacher reviews the days learning and uses this session as a plenary and an opportunity to clear up any misconceptions that have not been effectively addressed during the day

Teachers will also provide live teaching for specific sessions within the 3 or 4 core sessions at their discretion.

Teachers make a weekly welfare call to all children at home to ensure they are able to access learning, and to enquire after their welfare.

Children are encouraged to use pencil/pen and paper daily so that their handwriting skills do not diminish as a result of prolonged device use and online learning. All children are provided with maths workbooks and writing exercise books to enable this to happen.

2. Marking and feedback

At Friars we use a variety of marking and feedback techniques and systems all of which are outlined in this policy. They are designed to be meaningful for children and manageable for teachers and teaching assistants. **It is for the teacher to use their professional judgement as to when to apply the differing strategies and in which subject. Not all of the strategies and systems outlined below are appropriate to all phases of the school.**

Non-negotiables:

- Learning objectives for every lesson and every subject are clearly communicated using Google classroom.
- Online learning is looked at daily and work assessed before the next lesson in that subject
- Marking and feedback shows evidence of misconceptions being addressed; opportunities for consolidation; opportunities for stretch and challenge.
- Planning is shaped to respond to children's work.

Teachers:

- Expect all work to be submitted using google docs or taking a picture of work done on paper and submitting using Google classroom.
- mark work when it has evidence attached focussing on celebrating what has been done well and a comment to close any gaps. This is done with either with a comment on the work or a private comment on Google classroom.
- Celebrate and share specific pieces of work with the whole class in afternoon google meets.

- Return work to be resubmitted if it is not at a good standard or significant changes need to be made
- Use afternoon google meets to assess and feedback on specific curricular areas.
- Are on hand to offer 1-1 support throughout the school day if they identify that specific children are struggling with particular issues. The use of the private comments in Google classroom is the main way in which this is achieved.
- Mark at specific times during the day and return the work to the child using Google classroom.
- Remind children that they need to read through their work to look at the comments that have been made, or where corrections have been made.
- Use Google classroom 'grade books' to monitor who is handing in work.
- Can ask parents to leave a comment.
- Assess children's progress using a variety of online techniques which include: Online quizzes, ongoing marking, tests as part of core daily activities, ongoing individual feedback

3. Workload and staff wellbeing and workload:

This needs to be considered where teachers are delivering online learning, face to face teaching for those children that are attending school as well as managing their own family commitments when working online. Teaching remotely during a national lockdown is very different to normal.

Teachers:

- Receive regular professional development in relation to remote learning
- Are available to respond to Google classroom and parental enquiries no later than 5pm during the week and not at all during weekends.
- Respond to work once. If work is resubmitted after marking, unless the teacher has specifically requested it to be resubmitted, it will not be re – marked.
- Set specific times for work to be handed in and specific times when they respond to work

Other issues for consideration:

Children attending school:

During national lockdowns, children of critical workers and those that are vulnerable are still entitled to attend school. The contents of this policy applies to those children as well. This ensures that they are receiving the same entitlement as those not attending school. In addition, the children at school have the benefit of at least one teacher and several teaching assistants who can help them with their online learning throughout the day. Also, additional in-school teaching and learning activities are provided by the staff in attendance (i.e. Art and PE).

SEND and vulnerable provision:

Children that are identified as vulnerable and have an Education, Health and Care Plan (EHCP) are entitled to attend school (see above paragraph) and work set for them is appropriate to their needs. Those that do not attend receive additional welfare calls from the school's Inclusion manager who also ensures that work set for them meets their specific needs.

Engagement:

Pupil engagement with remote learning is monitored daily by teachers and followed up with weekly welfare calls, private comments on Google classroom and calls from the school’s deputy headteacher to ascertain what barriers there might be. All pupils have been surveyed about access to technology and we have been able to provide, through our existing inventory and dfe orders, ipads and laptops to many families that we have identified with issues. Where technology cannot be accessed at all remotely are able to offer paper-based packs for parents to collect from the school.

Parental and pupil conduct:

All children and parents have been sent a remote learning agreement / protocol which sets out our expectations about how online learning should proceed.

Monitoring:

Senior leaders will monitor the implementation of this policy regularly. This will be done by accessing Google classroom and liaising with individual teachers. Governors also have access to Google classroom along with a protocol about how they will use it.

Signed: _____ (Headteacher)	date: _____
Signed: _____ (Governing body representative)	date: _____
Review date: _____	