Olney Middle School Remote Learning Policy September 2023

Policy to be reviewed by September 2024

Remote Learning Policy

Rationale

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a

situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home.

This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence. Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Specific Aims

• To outline Olney Middle School's approach for pupils that will not be attending school through continued shielding or due to lockdown or due to having to self-isolate.

• To outline Olney Middle School's expectations for staff that will not be attending school due continued shielding or due to lockdown or self-isolation but are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8℃
- A loss of, or change to, their sense of smell or taste
- Have had a test which has returned a positive result for Covid-19

Olney Middle School will provide remote learning (online) for pupils that are not able to attend school so that no-one need fall too far behind.

In the following points, an outline of the provision will be made and expectations set of pupils, teachers and parents.

Home Learning and Live Lessons

At Olney Middle School we use Google Classroom to deliver live lessons and home learning. Google Classroom is a platform that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'. Learners will be provided with detailed sessions, and will be expected to participate in them if they

are asked and able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions (and ask them) via the conversation functionality and meet.

Learners will be provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

Lessons will be a blend of virtual live lessons that will be supplemented by further learning opportunities. All work will be provided through Google Classroom, with parents able to see further details through Google Classroom Guardian. Please see appendix for guidance on how to use Google Classroom.

A member of staff from each Year team will provide critical workers and vulnerable children support in school. The children will have access to both online lessons taught by members in the year team and staff in school will teach the children in school face to face using the same resources. Google classroom live lessons will be delivered by members of each year team, but not always the respective class teacher.

DFE guidance requires primary schools to deliver 4 hours of remote learning. The timetable for Olney Middle School will be:

9am-10am -Virtual Live English lesson   10.20am- 11.20am- Virtual Live Maths lesson   11.40am-12.40pm- Virtual Live Theme lesson
Further appropriate activities will also be provided for the pupils to complete via Google Classroom during the afternoon to bring the total to 4 hours.

The invite for each live lesson will be shared via Google classroom, and all pupils are expected to join.

LEARN

At Olney Middle School we want to ensure that over the time that pupils will continue to develop, learn and prepare them for the next stage of their education. In school we work on the concept called **MASTER**, for home learning, we will continue to use a similar model supporting the metacognition processes required to be successful learners. This will be through using the approach **LEARN.** The framework for **LEARN** is based on EEF recommendations and is designed for a learning sequence, not necessarily in a single lesson.

	Approach	What is it?	Why include it?	Examples from EEF (online)	OMS specific examples
L	Look back	Promote pupils to look back at what they have learnt	An important part of metacognition, is planning how you will approach a	Pupils watch a relevant video, then note all they remember	Google Forms can support in creating a self-marking quiz White Rose calculation videos

		previously, therefore helping them for the next steps	task, using what you already know	Pupils complete a short quiz (either auto or selfmarked) *TIP- This can be as simple as reminding pupils of relevant vocab and could be combined with a review of previous topics*	Literacy shed videos BBC Bitesize Youtube Google stream daily or weekly comments and Google meet could be used to signpost explicit links to previous learning and show them how what they will be doing next builds on that.
E	Explain	Clear teaching strategies to pupils and helping them decide when to use them	Metacognition strategies are most effective when they are context specific, especially if pupils understand when and why to use them	Use self or pre-made videos focusing on explain your thought processes (why) as well as demonstrating the strategy itself (how). Use a visualizer or screencastify to model your thinking as you complete a series of worked examples *TIP- Limit the amount of new information you introduce in a particular sessions, and break explanations into short chunks, where possible*	Google Classroom Screencastify or voice over Power points talking through how to improve a sentence or how to approach a Maths question (NB. this needs to learning specific rather than task-orientated so you are explaining how to approach their learning rather than simply telling them what the task is). White Rose maths videos
A	Acquire	Pupils practicing strategies and skills repeatedly allowing	Pupils need to practice new strategies to develop independence. Scaffolds and	A video leading pupils through a series of practice questions, reducing the guidance with each example	Google Classroom Screencastify

		them to develop independence	support are needed at first, but should decrease over time	A series of questions with partial prompts for each one, and links to further help online if needed	Voice over Power points
				TIP- Consider how tasks can be split up into components, and help pupils to practice these individually before combining them into lager tasks	
R	Reflect	Pupils reflecting on what they have learnt after they have completed the piece of work	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time	Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) as set of work. Include prompts to help pupils with self-evaluation.	Google Classroom marking for individuals – how can we summarise key learning points for the wider group? Google meets might be an opportunity to feedback to the wider group about key learning principles and/or elements they may have found tricky etc.
				TIP- You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support if needed.	Could also use Screencastify or Voice over Power points

N	Note and review	Revisit previous learning after a gap	Retrieving things from memory, particularly after you've started to forget them, aids long term retention.	Short online quizzes that include questions from previous topics, as well as more recent ideas. *TIP- A review needn't be a complex task-simply trying to summarise a topic for somebody else is a helpful review.*	Google classroom has a quiz (google forms) function that could be used to create simple quizzes which help review key learning. Google meet would also be a fun opportunity to hold simple quizzes and also to talk through the learning process with them.

Individual pupil isolation

Where an individual pupil is isolating short term, the classwork will be added to Google Classroom. Teaching staff will contact parents to monitor progress during this period.

Engagement

Parents are expected to ensure pupils complete daily school work and return work when completed. School will contact parents regularly and in cases of difficulty accessing the online classroom and the teacher or tech support will call parents to look at solutions. Teachers will keep a record of pupil engagement.

Where parents do not engage, school will do our best to try to reengage as much as possible.

Feedback

Teachers must monitor the progress of all children in their class whilst teaching remotely. Children not accessing or completing work will be contacted by school to follow up.

Teachers will:

- Provide feedback in English and Theme work daily by writing comments in Google Classroom when work is handed in. Class teachers can also use Rubriks to mark children's work.
- Provide a baseline assessment and end of week assessment for maths to identify areas the children have understood and areas they are not grasping.
- Mark the children's maths during lessons online with the children.
- Some work will be self-assessed during live video lessons and may not need as detailed feedback however, all work will be commented on by the teacher for motivational purposes and general improvement.

Tech Support

Olney Middle School will engage with the DFE technology for schools' initiative to secure additional devices for families with greatest need. We will support parents with this by providing devices where possible from our resources as we have a number of Chrome books available for families to borrow should they need them which are available on request. For those parents who do not have access to the internet we have some 30 gb sim

cards that we can provide to support families. Failing that, we will provide a comprehensive pack of work which will need to be collected from school.

Should parents need further tech support, parents are asked to contact techsupport@olneymiddle.miltonkeynes.sch.uk who will provide support and guidance.

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Pupil Support Plans are available for SEND pupils and advice can be sought from the SENDCo. In addition, the SENDCo will maintain in contact with pupils who require regular support, by email or phone with parents/learners if required.

Teaching Assistants

Teaching assistants must be available during their usual working hours. During this time, they are expected to check work emails and be available when called upon to support the children with their learning. This may involve delivering online learning one to one or as part of an intervention after a lesson input from the class teacher. If they're 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.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely when requested by the SENCO -
  Attending virtual meetings with teachers, parents and pupils

Pastoral care

The primary responsibility for the pastoral care of a learner rests with their parents/carers. Through online learning, teachers will check in regularly with the children in their class by asking them about their wellbeing through Google Jamboard. Teachers will monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to the Senior Leadership Team and/or the Safeguarding team, particularly if there are concerns or a lack of communication.

School Contact (9:00-15:00)

Parents can email the class teacher should they need to contact them regarding their child's learning or general wellbeing. If they do not receive a reply within 24 hours, then they should email a member of the school leadership team (SLT). If they do not receive a reply from them, they will need to email the headteacher on mryoung@olneymiddle.milton-keynes.sch.uk or Mrs Lamble, the deputy Head on mrslamble@olneymiddle.milton-keynes.sch.uk or Mr Billingham, the Assistant Head on mrbillingham@olneymiddle.milton-keynes.sch.uk

The main office will be available during normal school hours for office enquiries but can also be contacted using the following email address: office@olneymiddle.milton-keynes.sch.uk or parents can phone the school office on 01234 711323 where the voicemail will be frequently monitored if no one answers.

Keeping in touch with pupils and parents

- Marvellous Me to be sent to pupils regularly
- Badges given to children via Marvellous Me for excellent work
- Parents to be called if pupils do not attend the daily register via Google Meet/are not engaging in the home learning
- Emails received by parents and pupils are to be checked between 9am and 4pm, Mon- Fri. Emails must be replied to within 48hrs. Only send replies between these times.
- Teachers are to make contact with all pupils in their class every day via Google Meet, for nonattendance, the parent will receive a call.
- Withheld numbers may be used as teachers can use their mobile phones from home. Contact details can be accessed from Emerge, please ensure you log off and do not share information with a third party.
- Alert the safeguarding team with any concerns via Safeguard Software.

Safeguarding

- Should parents have any concerns for the safety of any children, MASH will be running as usual. They are available on the normal contact numbers 01908 253169 or 253170.
- Should parents or staff have any concerns in schools, parents and staff must contact a member of the safeguarding team.
- Working at home remotely can be difficult and periods of self-isolation can also be a difficult time for the children, as they see the world go through all the change and uncertainties. As always, we have the worry teacher available, and children can email the worry teacher with any concerns or worries. This is often used when children find it difficult to verbalize their fears. This service will continue to be manned and children can contact the worry teacher on worryteacher@olneymiddle.miltonkeynes.sch.uk. When the service is used, a member of staff will decide on the appropriate action depending on the need.
- 1:1s subject to a risk assessment and SLT permissions
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Any live classes could be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed; access and retention policies need to be in place

Behaviour

At OMS we believe that all individuals within our school should feel valued and able to contribute towards the well-being of the school and this is no different when children are attending online lessons. Children have a right to a safe, sociable, orderly and nonthreatening environment in which to work and play. Good behaviour is fostered in a variety of ways: Clear guidelines, reinforcement of positive aspects of children's behaviour and the children's own sense of self-worth will all contribute to their willingness to behave in an appropriate manner. We believe that children learn best when they are clear about what is expected of them and when they are consistently encouraged to reach the expectations. All adults, parents and members of the school staff have a responsibility towards the emotional and social development of all children.

Please see appendix 2 for possible actions should a child misbehave during online learning.

Policy Review

This policy is reviewed annually.

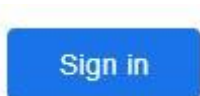|	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Appendix One

How to access your school Google account for Years 3, 4 and 5

• Open your Web browser (Google chrome, Safari, Firefox, Internet Explorer etc)

• Type *Google login* in the search bar
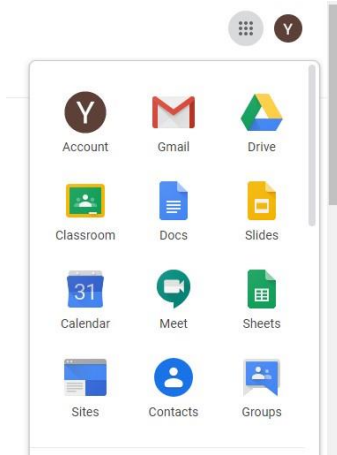

• Click

• Type in your school email address:

firstname.firstthreelettersofsurname@olneym.co.uk

e.g. if your name is Peter Brown then your email address would be: peter.bro@olneym.co.uk

• Type in your password – this is in the format of **oms colour number**

e.g. omsred62   or   omsyellow96

• Click on the waffle ⠿ to select the Google Application you would like to use

Google Classroom – where you can access lots of activities set by your teacher

Google Docs – where you can write something such as a story or letter

Google Slides – where you can make a slide show or even a quiz

Google Drive – where you can find all the work you have done

Google Mail – where you can send and receive emails (to other children and teachers in school)

Google Sheets – where you can record data and turn it into a bar graph
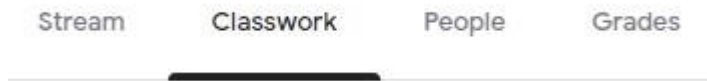
Once you have created something in any of the Google Applications, there is no need to save it as it saves automatically.

Google Classroom – where your teacher will post activities

• To access Google Classroom, once you have logged on, click on the waffle ⠿ and select

• Click on your class name

6AP
Year 6
22 students

• Now click on *Classwork*

Stream **Classwork** People Grades

• Here you will see any activities set by the teacher

• Click on the activity (assignment) you want to do

Instruction writing   No due date   ⋮

• Read the instructions and then click on the activity to have a go at it

Year 5 - Instruction writing
Google Docs

• No need to Share it as the teacher will be able to look at anything completed.
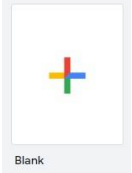
• When it is finished click   TURN IN

• If it is accidentally handed in click   Unsubmit

You can do this for any of the Google Apps, so if you wanted to share something you made in Google Slides, do exactly the same thing.
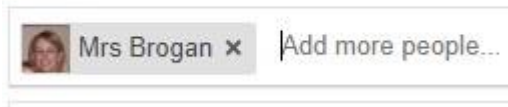
How to share a document with your teacher

• To make a new document, click on the waffle ⣿ and select 📄 Docs and then ➕ Blank

• Give it a title by clicking where it says 'Untitled document'

Untitled document
File   Edit   View   Insert   I

🔒 Share

• Click

• Now start to type in your teacher's email address. It will come up with some suggestions for you to choose from, so just click on the right one.

e.g. mrsbrogan@olneymiddle.milon-keynes.sch.uk
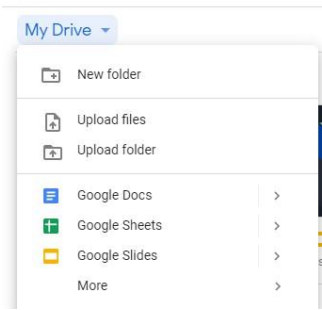
People

Mrs Brogan ✕ |Add more people...

Send

• When you have added the people you want to share it with, click

How to upload something onto Google Drive to share with your teacher

• Log into your Google account

• Click the waffle ⠿ and select 🔺 Drive

• Click   My Drive ▾   and select Upload files

My Drive ▾

⊡	New folder	
⬆	Upload files	
⬆	Upload folder	
📄	Google Docs	>
📊	Google Sheets	>
🟨	Google Slides	>
	More	>

• Find the file you want to upload and click on it then press Open

• It will now upload it to your Google Drive.

• Find the file you uploaded and share it (see previous instructions on how to do this)

Appendix Two

Category	Dealt with by	Concern examples	Possible Action(s)
Stage 1	Virtual class teacher	• Minor disrespect or inappropriate behaviour below the expectations of acceptable behaviour within school during normal operation. • This could include rudeness, disrespect or not following instructions using Google Classroom	• Child should be given a warning and reminded of behaviour expectations while accessing remote study. • Telephone/email home. • Concern logged on Emerge.
Stage 2	Year team leader	Repeated instances of "Stage 1" or: • A single use of offensive language (not towards staff) on Google Classroom • Abruptness towards staff on Google Classroom or during home phone call.	• Telephone/email home. • Concern logged on Emerge. • Temporary suspension from accessing school email. • Posting privileges removed from Google Classroom
Stage 3	SLT	Repeated instances of "Stage 2" or: • A single use of offensive language towards staff. • Inappropriate comment about any member on any online platform. • Any use of racist, homophobic, discriminatory, or bullying language/behaviour. • Any attempt to contact or "friend" staff on social media.	SLT may adopt one or more of the following actions: • Phone call home. • Temporary suspension of child access to emails/learning platforms. • Temporary daily contact via telephone to parent by SLT. • Logging of incidents on to Emerge as applicable. • Logging of incidents on Safeguard Software as applicable. • Implementation of personalised behaviour plan where necessary. • Referral to Headteacher if: 1) The issue would usually result in a fixed term exclusion. 2) If SLT believe that a referral to police or another agency (MASH) is necessary. 3) Any comments towards a member of staff that could be construed as inappropriate or

Category	Dealt with by	Concern examples	Possible Action(s)
			sexualised. 4) A continuation of problematic behaviour after SLT intervention.
Stage 4	SLT	Referral to SLT if: • Issue would normally result in a fixed term exclusion. • If staff have indicated that a police or social services referral is necessary. • Any comment towards staff that could be construed as inappropriate or sexualised – no matter how minor it may seem.	SLT will carry out one/several of the following, in consultation with the Headteacher • Phone call home to discuss issue with parent/carer and child. • Temporary/longer term suspension from learning platforms, emails. • Work printed and paper copies sent home. • Daily contact via telephone to parent by the SLT. • Review with parents and agree an action plan before re-instating learning platforms and re-issuing school email access. • Log incident on Emerge. • Log incident on Safeguard Software if applicable. • Implementation of personalised behaviour plan where necessary. • Referral to police and/or other key agencies such as social services.