



Remote Learning Policy

Abbotsford Preparatory School

Introduction

As the school has had to undergo an enforced temporary closure due to government and/or public health guidelines related to COVID 19 the school has implemented to the most effective online learning we could in the short time available. The following will apply:

The aims of this policy:

To outline procedures and practice for pupils in self-isolation, and are otherwise fit and healthy, to continue with their academic program

To outline procedures and practice for staff in self-isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic program.

Student expectations:

- Pupils should retain structure to their working day starting with log-in to Class Dojo each day
- Check Class Dojo to see the posts/resources for each lesson and work through tasks in a timely fashion.
- Complete all set work and hand in work to the subject teacher in the agreed manner eg upload, photograph, scan etc.
- Use designated 'Class Dojo Pages' to communicate with their teachers and ask questions if they do not understand/require help within normal school time hours. They may need to email the teacher as appropriate/if they are having difficulties with the system or for a longer question.
- Pupils may need to photograph work of a visual nature and use the Class Dojo to submit this to teachers.
- Deadlines must be met; Mrs Howard will be informed if they are not.
- All interactions on Class Dojo to be of classroom level type discussions. Pupils to keep personal conversations to their own social media streams in order to keep channels free.
- It is not required to wear uniform for video learning however, appropriate dress is expected.
- Consider what is in the background of your video chat, this should be in a communal area of the house – ask if you don't know how to blur background.

Teachers and support teachers are expected to:

- Upload teaching materials to Class Dojo.
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer any questions pupils may have via 'Class Dojo'. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
- It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week).
- Mark and feedback using Class Dojo with where possible the same regularity they would have done if in school.
- Make sure that all resources are available online including scanned pages of textbooks.
- As much as possible, use the usual rewards and sanctions such as class dojo and verbal praise/warnings. Email parents if there are ongoing concerns.
- Staff will answer class dojo chats during school hours and their working day but may not respond straight away if it is after 5pm or at the weekend.
- Staff must ensure a classroom level of interaction is maintained through use of email and dojo and to raise concerns with Mrs Howard if they feel students have not. This is a new experience for the

students, and we must guide them in how to behave. Just as in their own physical classroom staff must set out their expectations.

- Staff to set expectations such as microphones off and suitable background.
- Staff not to have one to one video chat with a student, they should invite another member of staff or the child's parent to be a silent attendee.
- Staff to submit log of anything that goes wrong, technically or otherwise, to Mrs Howard.

Children with special educational needs:

- Connect with parents and/or students who receive one-to-one SEN support, during their usual allocated time, to check how they are coping with the home learning and keep formal records of all interactions.

Parents are expected to:

- To ensure their child has sufficiently adequate computer equipment and internet access in order to fully participate in home learning.
- Encourage and support their children's work including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible.
- Contact the class teacher if there are any concerns.
- All parents have access to their child's account to allow monitoring.
- Support students in choosing an appropriate location for Zoom video calls.

Feedback - students can continue to receive the feedback they need through online annotation of documents, along with audio feedback, whilst teachers can track their progress and see where support is required.

Safeguarding

This guidance document is supported by the Safeguarding policy at Abbotsford Preparatory School. Specific additions to note:

Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the invited members of the class.

Size of groups for home learning. We are aware of the increased level of risk around one-to-one video meetings with pupils, however, there are many reasons why they would be helpful and appropriate. One to-one sessions with students should follow the same guidance as one-to-one conversations in school, in most instances these should take the format of a one to one call rather than a video and recording can be considered. If the video option is chosen, then invite another member of staff who would have a silent involvement.

Staff registering for any software / platforms, must do so with their school email address.

This policy has been written in response to the COVID 19 self-isolating and school closure that took place on March 20th and will either be reviewed yearly or sooner if needed, based on these unprecedented times.

Date	Position	Name of reviewer	Date of next review
July 2021	Headmistress	Mrs C Howard	July 2022
July 2021	Chair of Governors	Mr A. Khan	July 2022

Appendix 1

Student Contract

Name:

Year group:

I agree to:

- Follow my timetable and register with my class teacher everyday.
- Check in to all my lessons on Class Dojo at the start of the lesson using video (which must remain switched on during the taught part of the lesson and until given permission to switch off)
- To work through my tasks in a timely fashion and let my teacher know if I am going to be late with a task
- Complete all set work and hand in work to the class teacher in the agreed manner e.g. upload, photograph, scan etc
- Use designated 'Class Dojo' to communicate with my teachers and ask questions if I do not understand/require help within normal school time hours.
- To email the class teacher if you are have difficulties with the system
- To meet all deadlines, unless extensions have been agreed
- Ensure all my interactions on Class Dojo are classroom appropriate and not between myself and another student unless agreed by the teacher.
- Keep personal conversations off the school network and in my usual social media apps.
- Dress appropriately for video learning
- Consider what is in the background of your video chat – ask if you don't know how to blur background. Children should be in a communal area of the house.
- Not message each other privately through the school's Class Dojo (that is for you to do outside of school as you used to)
- Not to mute the teacher or another student or remove anyone from a lesson ('kick')
- Not record the lesson without prior permission from all involved

Student signature:

Date:

Parent/Guardian: I agree I have discussed this with my child and will support the school in upholding this agreement.

Signed:

Name: