

Osmani Primary School



Reach For The Stars

Remote Teaching and Learning Policy
(incl. Blended Learning Approach)



Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the United Nations Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.
- ★

Our Values

★ **S**triving **T**eamwork **A**ll Included **R**esponsibility **S**uccess ★

★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ All Included

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**
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★ Responsibility

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

Last Review Date: Summer 2022

Next Review Date: Summer 2024

Page 2



★ Success

Our aim is that we are a school that:

- provides an education that encompasses academic, creative, social, emotional, physical and cultural development.
- celebrates our efforts and achievements

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

This policy supports the school in addressing article/s 12, 13, 14, 17, 29, 30, 31 of the UN Convention on the Rights of the Child.

1.Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

As a staff we are committed to ensuring our children continue to learn at Osmani Primary School. Whilst learning is important, the communities' well-being is at the forefront. We understand that there may be times of illness, caring for the vulnerable and caring for other children within the home and this must be the priority for the community. However, we will endeavour to support our learners at this time and continue to learn and grow. Please keep in mind that this is new to all of us and we may have some teething problems. This policy will be updated as more children return to school and we have put our plans into practice. This handbook has been put together to support teaching staff in response to the Covid-19 pandemic. In March 2020, schools closed with little notice, offering a scant chance for us to make the transition to online learning or for us to prepare and support staff with effective practice in such a new context. Although we have returned to a full opening, we face the potential for individuals and groups or even the whole school to return to remote learning. We hope this handbook will go some way to providing guidance in a time of uncertainty.

We must be cautious of introducing children to too many different things, which could end up overwhelming and alienating them. We can also be more efficient by collaborating to work out what the best platforms are, and sharing what we know about them.

Last Review Date: Summer 2022

Next Review Date: Summer 2024

Page 3



2. What is Distance Learning?

Distance learning is where pupils cannot physically present at school. As children cannot access school to learn, their learning will take place online. This policy was first devised in 2020 during the first Covid-19 lockdown. It outlines the procedures and expectations when there is a full school closure, when individual classes are working remotely, when individual staff are working remotely and when individual children are working remotely. This policy will continue to be updated as new best practices are developed.

When children are working remotely, they will be provided with a suggested timetable for the week to ensure that they are given routines in order to learn at home. This can be found on the school website. Children thrive off routine and structure so this may help when learning at home. We understand that this cannot be followed at all times and may not at all in some instances and it is a suggested timetable.

Teachers have created a bank of home learning tasks, ideas and resources. There is no requirement for parents to print worksheets or resources as we understand that this will not be possible for all families. These resources can also be found on the school website and in Google Classroom.

See Appendix 2 for examples of the planning template that will be used for weekly remote learning.

See Appendix 3 for examples of resources that could be used when planning remote learning.

Where possible, the school will provide a device to families without one so that they can access remote learning through Google Classroom and Google Meets. They will need to complete the 'Parent/Pupil Loan Agreement form before taking the device home. (Appendix 7)

3. Blended Learning Plan

The school has put together a Blended Learning Plan to outline possible scenarios during the Covid-19 pandemic such as children or adults self isolating, a class lockdown or a whole school lockdown.

Please see Appendix 1 for an example of this plan.

On some occasions, individual children will still be working remotely. In order to continue to provide a high-quality remote learning provision, weekly remote learning tasks will be planned for on a weekly basis which any individual children who are working at home will have access to. These tasks are also helpful for all children to complete as part of their weekly homework and provide additional catch-up support to close the attainment gap caused by Covid-19.

4. Remote Learning Provision

Please see Appendix 10 'Expectations for Home Learning' which provides further guidance on how to plan and deliver the remote learning provision at Osmani Primary School.

5. Supporting Home Learning

Parent will be asked to email queries about the home learning activities to their class email address below:

Last Review Date: Summer 2022

Next Review Date: Summer 2024



Nurseryred@osmani.towerhamlets.sch.uk

Nurserypink@osmani.towerhamlets.sch.uk

Receptioncrimson@osmani.towerhamlets.sch.uk

Receptionfuchsia@osmani.towerhamlets.sch.uk

Year1indigo@osmani.towerhamlets.sch.uk

Year1sapphire@osmani.towerhamlets.sch.uk

Year2lilac@osmani.towerhamlets.sch.uk

Year2violet@osmani.towerhamlets.sch.uk

Year3gold@osmani.towerhamlets.sch.uk

Year3orange@osmani.towerhamlets.sch.uk

Year4amber@osmani.towerhamlets.sch.uk

Year4saffron@osmani.towerhamlets.sch.uk

Year5emerald@osmani.towerhamlets.sch.uk

Year5jade@osmani.towerhamlets.sch.uk

Year6aqua@osmani.towerhamlets.sch.uk

Year6turquoise@osmani.towerhamlets.sch.uk

Parents/Carers will provide the following information in your email:

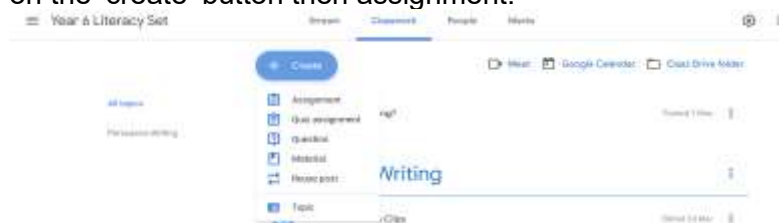
Your child's name

The part of the home learning that you need support with

A teacher from Osmani will call you back between 9.00 am -3.30pm, Monday to Friday.

6. Setting and Handing In Class Homework Into Google Classroom

1. In the 'Classwork' tab of Google Classroom create a new class assignment. Do this by clicking on the 'create' button then assignment.



2. Give your homework a name, e.g. Classwork week beginning 1.6.20

Last Review Date: Summer 2022

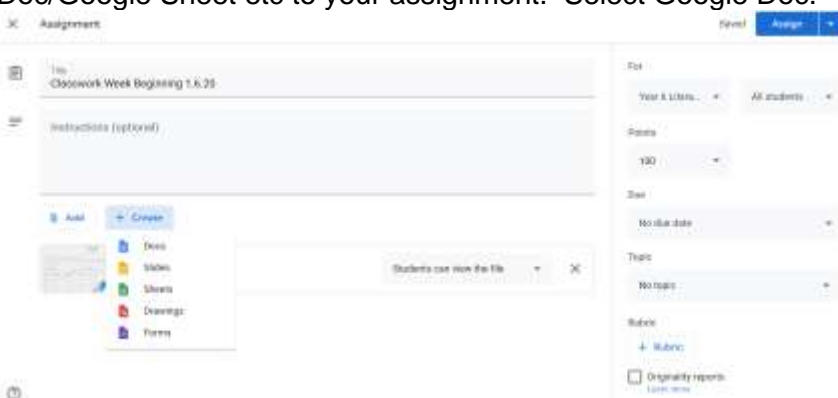
Next Review Date: Summer 2024



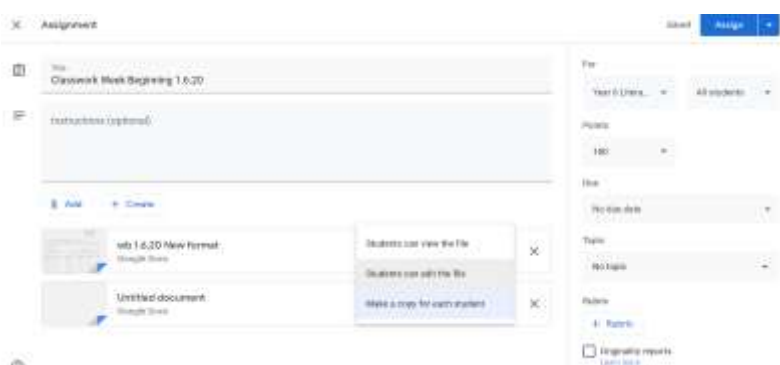
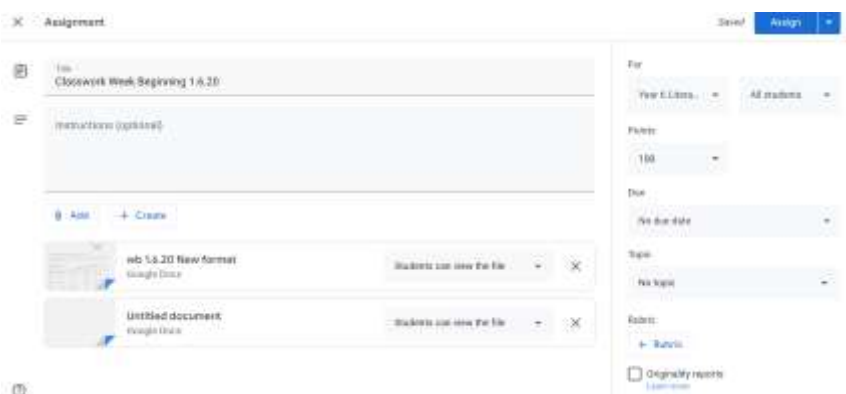
3. Upload the class homework sheet for the week by clicking on the attachment symbol and selecting the document from Google Drive.



4. In the assignment, click on the create button. This will give you the option to add a Google Doc/Google Sheet etc to your assignment. Select Google Doc.



5. The blank Google Doc will appear in the assignment. Click on it so that you can give the document a name, e.g. Classwork Record 1.6.20.
6. There will be a small arrow at the end next to the cross. Click on this and select 'Make a copy for each student.'



7. Add other resources that the children will need to complete the task either from your Google Drive or YouTube videos in a similar way.
8. At this point you can select a due date for the assignment by selecting a date in the Due section on the right hand side.
9. Once you are happy with the assignment, click on the blue 'assign' button at the top. You can click on 'assign' to assign now, click on 'schedule' to select a date when you would like the assignment to be posted or click on 'save draft' if you wish to add more to the assignment before posting.
10. Only one year group teacher needs to set up the learning tasks in Google Classroom as they can assign it to both classes during start up. Select the relevant classes in the 'for' section. (see above)
11. The children can complete their work in the Google Doc and select 'hand in' once they have completed it. You can also see how the children are completing the task by looking in the 'Class Drive Folder'. There is an icon at the top of the Classwork section.



7. Providing Feedback and Marking

Last Review Date: Summer 2022

Next Review Date: Summer 2024

It is important that children are given feedback on their learning. Each class teacher should be responsible for marking the completed work for their class. This includes children who are attending school. Feedback should be given to the children on a daily basis through verbal feedback and the marking of work.

Feedback given to the children should be linked to the key skills and knowledge which are taught in that Year group as well as the context and knowledge of the lesson. For children working in school, the adults who are working with the group should provide feedback. This can be verbal feedback which the child then corrects in green pen. When giving written feedback, remember to stand behind the child or take the book to another table away from them so that you can maintain a social distance. Green highlighters can still be used.

For children working online, the feedback can be given by adding comments to the children's work in Google Documents. These comments can then be responded to by the children. verbal feedback during the live teaching sessions.

Adults can also post general comments about the work by clicking on the 'view assignment' tab then clicking on the 'instructions tab'.



Comments should guide the children so that they can make any corrections, e.g. add in commas, use a dictionary to check spelling. Because the adult can type straight into the document, errors can be highlighted in green (just like our highlighters in school) and suggestions can be added in red. This follows the school's Effective Feedback and Marking Policy.

8. Attending virtual meetings with staff, parents and pupils

- All school policies still apply during this time of remote learning.
- It is important to remain professional at all times. (See Teacher Standards).
- Remember to keep yourself safe - do not give out any personal information when talking to children or parents and do not have 1:1 meetings with children.
- Teachers must use their school email address for Google Meet.
- Children should be supervised at home by an adult when they are attending sessions.
- Children and adults must have their cameras on during the Google Meet sessions.
- Where possible, have two adults in the room.
- Dress code should be followed as it would in school. (See Staff Code of Conduct)
- Choose an appropriate location to have the meeting. This includes: a quiet place with limited background noise, nothing inappropriate in the background, nothing which would give away your

Last Review Date: Summer 2022

Next Review Date: Summer 2024



location when talking to parents and children, where possible avoid interruptions from other household members. Backgrounds can be selected or the background can be blurred in Google Meets.

- Only use Google Meet when having any meetings with children.
- Children mute microphone if not speaking.
- Use the 'hand' button if they wish to ask a question.
- During 1:1 Interventions, ensure a parent is present.
- If meeting with outside professional meetings, other software may be required such as Zoom.
- Have a clear plan about what should be discussed. This could include setting an agenda for the meeting.
- Google Meet sessions with the children may be recorded.
- **At the end of the session, please ensure all children leave the meeting before you come out yourself. Then click on the 'cog' at the top right corner of Google classroom, scroll down to the icon that says 'meet'.**
- **Change the meeting code first and then click on the button to make the meeting invisible until your next session. Also, limit classroom stream to 'just teachers can comment' at the end of the day (this can be found under the same cog)**
- Chat functions should be disabled at the end of the sessions so that children cannot post messages without an adult being present.
- If leading a remote learning lesson through Google Meet, think about how you will deliver the lesson. This includes: sharing a Notebook with the children, how you will model to them, when they will be able to ask you questions, how to check their understanding of what is being taught.

9. TLLs

Alongside their teaching responsibilities, as outlined above, TLLs are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject to make sure the work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent.
- Monitoring the work set by teachers in their subject by reviewing work set.
- Alerting teachers to resources they can use to teach their subject.

10. Phase Managers

Alongside their teaching responsibilities, as outlined above, Phase Managers are responsible for:

- Running weekly remote phase meetings through Google Meet.
- Monitoring the well-being of staff and reporting any concerns to SLT.
- Supporting members of SLT in dealing with any inappropriate behaviours linked to remote learning following the school's behaviour policy.
- Alerting members of SLT to any other concerns that they may have related to Safeguarding. (See below for more information.)

11. Inclusion Manager

The Inclusion Manager is responsible for:

Last Review Date: Summer 2022

Next Review Date: Summer 2024



- Monitoring the work set for children with SEND to ensure that it is well-matched for children attending school and working at home.
- Supporting staff with preparing appropriate remote learning for children with SEND who are not attending school.
- Co-ordinating the LSAs so that they can support children's learning within school and for those working at home.
- Liaising with external professions such as the SPLD, SALT, EP to provide support for children working at home.
- Reviewing EHCPs to see what aspects can be delivered safely and what alternative provisions can be made.
- Liaising with parents to achieve the best possible provision for children with SEND.

12. SLT

SLT are responsible for:

- Coordinating the remote learning approach across the school led by the AHT responsible for Curriculum.
- Monitoring the effectiveness of remote learning through feedback from teachers and subject leaders, reviewing work set and feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Updating key policies in light of remote learning such as behaviour, safeguarding and the staff code of conduct.
- Updating and implementing risk assessments related to remote learning.
- Contacting parents where there are concerns about a child's behaviour or accessing remote learning.

13. Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Penny Seymour (Deputy Head). The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of school hours if necessary via email:

deputyhead@osmani.towerhamlets.sch.uk

When the DSL is absent, the deputy DSL, Remi Atoyebi, (Headteacher) will act as cover.

If the DSL and deputy DSL are not available, other members of the senior leadership team will act as cover:

Asma Hassan: Assistant Head

Helen Vail: Assistant Head

Amena Rahman: Assistant Head

Runa Begum: School Business Manager

The DSL is responsible for:

- Providing advice and support to other staff on child welfare and child protection matters
- Taking part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contributing to the assessment of children

Last Review Date: Summer 2022

Next Review Date: Summer 2024



- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- The full responsibilities of the DSL and deputy DSL are set out in their job description.

14. The Admin Team

- Provide technical support with how to access the remote learning through Google Classroom and Google Meet or how to set up their device
- Coordinating the distribution of any devices which have been loaned out to parents and ensuring their safe return to school
- Coordinating the distribution of any wifi devices which have been loaned out to parents and ensuring their safe return to school
- Supporting families with access to free school meals vouchers or hampers during a full school closure
- Directing parents to the relevant person in the event of any other enquiries that they have regarding their child's learning or well-being
- Compiling and submitting attendance data during a school or class closure to the Dfe and Local Authority as required

15. IT staff

Osmani school uses Levett Consultancy to provide technical support. Luke Shadbolt is the school's ICT Technician. Any issues can be resolved in the following ways:

Please log tickets at <https://support.levettconsultancy.co.uk>

If your query is urgent, please call 01279 799256 (option 2)

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.
- Supporting staff when using Google Classroom.
- Adjusting any necessary settings to ensure that children can take part in Google Meet sessions.

16. Pupils and parents

Staff can expect pupils to:

- Attend any Google Meet sessions where possible.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants during Google Meets sessions or through Google Classroom.
- Alert teachers if they are not able to complete work.
- Behave in a safe and appropriate manner when online. (See 'A Guide To Internet Safety for Pupils and Parents' Appendix 2)

Last Review Date: Summer 2022

Next Review Date: Summer 2024



Staff can expect parents to:

- Ensure that their child completes their online learning tasks and attends the daily Google Meet teaching sessions each day.
- Where there are only one or two devices in the household, timetable them so that all children have access to their online learning.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it by contacting hslo@osmani.towerhamlets.sch.uk.
- Be respectful when making any complaints or concerns known to staff.

17. Governing Body

The governing body 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 systems are appropriately secure, for both data protection and safeguarding reasons
- Support in the allocation of school funds when purchasing any necessary equipment and resources which are unexpected during these times.

18. Safeguarding

All school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Osmani School's Usual Child Protection procedures apply when reporting any safeguarding concerns that you have. Log the incident in CPOMs so that the DSL is informed. (See the Child Protection Policy and Covid 19 Addendum to Child Protection policy.) In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay. As a professional, you may be the only outside contact that the child has so you will be the only person to notice this. If you do not report any concerns promptly, this could lead to serious breaches of the school's Child Protection policy. If you are unsure whether what you have seen is a safeguarding concern, log it anyway and let the DSL decide on whether it needs to be followed up.

Where staff are concerned about an adult working with children in the school, they should immediately report the concern to the headteacher, verbally and then via an email.. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Mike Tyler, Chair of Governors.

For further guidance on types of abuse please refer to the Child Protection Policy and the Covid 19 Addendum to Child Protection policy.

Last Review Date: Summer 2022

Next Review Date: Summer 2024



19. Data protection

-Accessing personal data

When accessing personal data, all staff members will:

- Read the school GDPR and Data Protection Policy.
- Abide by the rules set out in the GDPR and Data Protection Policy at all times.
- Where possible, use devices, such as laptops, which have been provided by school rather than personal devices.
- Will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body.
- Will never view, upload, download or send any material which is likely to be unsuitable for children or material that could be considered offensive to colleagues. This applies to any material of a violent, dangerous or inappropriate sexual content.
- Will report any accidental access to, or receipt of inappropriate materials, or filtering breach to the ICT Security Manager or member of the SLT

-Sharing personal data

- Staff members may need to collect and/or share personal data, such as email addresses and telephone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.
- While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.
- Understand that data protection policy requires that any information seen with regard to staff or pupil information, held within the school's information management system, will be kept private and confidential, EXCEPT when it is deemed necessary that staff are required by law to disclose such information to an appropriate authority.

-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)
- Keep any login details for remote access (Home Access Plus, Google Education etc) secure
- Log out completely from any device when my remote access session is finished
- Never save passwords or login details on any device outside school
- Take all reasonable precautions to ensure my remote access session is secure and not available to unauthorised individuals
- 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

20. Links with other policies

This policy is linked to our:

- Staff Code of Conduct
- Behaviour policy

Last Review Date: Summer 2022

Next Review Date: Summer 2024



- Child protection policy and Covid 19 Addendum to Child Protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- COVID-19 SCHOOL Behaviour Expectations for Staff and Children

Appendix 1

2021 March Blended Learning Plan

Scenario	Protocol
What happens	Work posted weekly in Google classroom/website

Last Review Date: Summer 2022

Next Review Date: Summer 2024



when a child is isolating?	<p>Parents are informed by the office where to find work.</p> <p>If family (as identified in the spreadsheet) do not have a device, they are invited in to pick up a Chromebook.</p> <p>DSL to alert CSC of vulnerable children self isolating. Weekly call from Pastoral Team. The pastoral team, including the school's Learning Mentor, Up Foundation Lead and the Home School Liaison Officer are in weekly contact with vulnerable children who are not able to attend school.</p> <p>SENCO checks in with parents weekly for children with SEND.POD/Set/CT - targeted planning, Interventions from 1:1 LSA, professionals - zoom sessions, Stephen Hawkings resource sheets.</p> <p>Social stories for children with ASD from Phoenix School website.</p> <p>Work should be sent to the Home School Liaison Officer (Thofur Ali) by 3:00pm on a Friday afternoon so that it can be posted on the website at 9:00am every Monday morning.</p> <p>Please use the template which has been provided (Appendix 1) to ensure coverage of Maths, Literacy and Topic based learning.</p> <p>Partner teachers in each Year group should liaise to decide who will be planning which areas of learning.</p> <p>Include links to useful websites, such as Oak Academy, BBC Bitesize and video clips to support learning. Ensure videos match objectives being taught/learnt.</p> <p>Consider what resources the children will have available to them at home so that they can successfully complete the tasks, e.g. Do they need a protractor and would all children have one available?</p> <p>Child records work in Google doc. A Google doc sheet for each day will be set up by the class teacher (x5 per week).</p> <p>CT/TA check work daily and give feedback following the school's Effective Feedback and Marking Policy. Children must hand in their work daily for this to happen. Children can send in pictures of their learning to the school email account.</p> <p>Use of self-assessment can be a useful tool following the school's 'Effective Feedback and Marking Policy'. Teachers can post general feedback in the 'Stream' noticeboard.</p> <p>TAs/CTs to call home if the children do not complete their online learning tasks to find out why and help solve any issues. Where there are any behaviour concerns or children not completing remote learning, contact the Head of Phase who will decide a course of action.</p> <p>Parents can email the class email address with queries about learning. The CT checks this before 8:30am and again at the end of the day.</p> <p>Weekly phone calls home to children isolating to be made by CT/TA. Parents can contact the school through email (hslo@osmani.towerhamlets.sch.uk) or telephone if they have any enquiries. Teachers should not be sending emails to parents</p>
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	<p>using their personal school email address. Any communication should be made either through the above school email or the class emails. Please let your Head of Phase know if you have received any such correspondence.</p>
<p>What happens when one class or year group is isolating?</p>	<p>PHE decides what happens and advises the Headteacher on course of action.</p> <p>See points above for individual children isolating.</p> <p>The day will replicate the school day.</p> <p>If staff are well enough, there will be live teaching by CT/TA - input then task. There will be a compulsory session of 30 minutes and a 1 hour Literacy, 1 hour Maths and 1 hour Topic lesson per day. These will be delivered through Google Meet and Google Classroom.</p> <p>Children will record work in Google doc/Google Slide for each lesson.</p> <p>POD/Set children will be taught by their POD/Set teacher.</p> <p>CT/TA to feedback daily. Children must hand in their work daily for this to happen. Children can send in pictures of their learning to the school email account and these can be shared on the school website.</p> <p>Use of self-assessment can be a useful tool following the school's 'Effective Feedback and Marking Policy'.</p> <p>Teachers can post general feedback in the 'Stream' noticeboard. During Google Meet sessions, teachers will be providing feedback to the children at the point of learning. They can open up the Google Document/Google Slides during the lesson to give feedback.</p> <p>If children do not attend two compulsory live teaching sessions in a row or are not completing their learning tasks, CT/TA will call home to find out why.</p> <p>Flipchart for CTs to take home/pens/paper/blutack for modelling.</p>
<p>Phase lockdown: What if 1 or 2 teachers test positive?</p>	<p>PHE decides what happens and advises the Headteacher on course of action.</p> <p>The class/es will likely have to isolate. Teacher will be unwell, so won't be able to teach</p> <p>HLTA/s to cover</p> <p>Follow the same procedures as Class and Year group.</p>
<p>What happens if a class teacher needs to isolate?</p>	<p>Teachers are expected to work a total of 32 ½ hours per week (a total of 6 ½ hours per day). Headteacher directed time.</p> <p>Cover internally will be dependent on how many other staff members are out.</p> <p>HLTAs can cover - cancel PPA but Payback.</p> <p>If they are well enough, they can deliver live lessons from home to their class in school. TA will cover in school and ensure that the necessary resources are available.</p> <p>If teachers are in school, they must get resources ready to take home that they will need to use for their remote teaching.</p>



	<p>Guided Reading lessons can still be taught remotely so the teacher will need to make sure that they have a copy of the texts that they will be using for the duration of time that they will be remote teaching.</p> <p>If teachers are not in school, get bags ready of resources ready for them to use at home. These can be dropped off at their home if necessary.</p> <p>Make sure that every child has a fully charged laptop for their remote teaching. Class teachers can do this before they leave if they are in school.</p> <p>Ensure that they have made contact with any children who are also isolating to ensure that they have a device and know the correct timings of the sessions.</p> <p>Liaise with their partner teacher while working remotely for resourcing during lessons, e.g. photocopying, equipment.</p> <p>They can provide feedback through Google Docs/Google Slides.</p> <p>Self isolating teachers must join Inset etc</p>
<p>What happens if a TA or LSA needs to isolate?</p>	<p>Teaching Assistants are expected to work a total of 34 hours per week (7 hours Mon-Thurs and 6 hours Fri) as Headteacher directed time</p> <p>Self isolating TAs and LSAs must join Inset etc.</p> <p>Get bags ready of resources ready for them to use at home, e.g. Phonics kit, Log ins, Laptops and Language group resources. These can be dropped off at their home if necessary.</p> <p>If they are well enough, they should attend any live teaching sessions as necessary.</p> <p>If the staff are well enough, Phonics Group/Intervention can take place virtually through Google Meet - set up a link which is used consistently. These will be delivered through Google Meet.</p> <p>1:1 LSA and interventions TAs run Interventions via Google Meet if they are well enough.</p> <p>LSA weekly call to their 1:1 children</p> <p>TAs help teachers to call the isolating children in their classes.</p> <p>Complete remote training.</p> <p>Completing resources to support learning.</p> <p>Preparing next term's resources - 1:1 children/classes.</p> <p>POD/Set teachers to liaise with LSAs and TAs - making resources e.g. widget.</p>
<p>What happens if a HLTA or long term supply is isolating?</p>	<p>Self isolating staff must join Inset etc</p> <p>If they are well enough, they can deliver live lessons from home to their class in school where they would be covering. TA will cover in school and ensure that the necessary resources are available.</p>



	<p>Cover internally for PPA and intervention groups will be dependent on how many other staff members are out.</p> <p>Get bags of resources ready for them to use at home. These can be dropped off at their home if necessary.</p> <p>Complete remote training.</p> <p>Completing resources to support learning.</p>
<p>What happens if someone from Up Foundation needs to self isolate.</p>	<p>Identify which children they have been working with.</p> <p>Team leader: Contacting vulnerable children who are unable to attend school.</p> <p>Where possible, run any intervention groups or individual sessions for children attending school or isolating virtually using Google Meet.</p> <p>Liaise with parents through phone calls or Google Meet sessions if necessary.</p> <p>Provide guidance for class teachers for the children that they work with.</p> <p>Supporting children to check on their well-being and mental health. This includes: anxiety about being away from friends or being at home, support with carrying out their learning successfully, bereavement.</p> <p>Therapists: Where possible, run any sessions for children attending school or isolating virtually.</p> <p>Provide guidance for class teachers for the children that they work with.</p>
<p>What happens to staff who have been working between phases or bubbles need to isolate?</p>	<p>This would include specialist teachers such as SALT and SPLD as well as the school Learning Mentor, Set teachers and LSAs.</p> <p>PHE decides what happens and advises the Headteacher on course of action.</p> <p>Non specialist POD - children to remain in class.</p> <p>Specialist POD chn - LSA continue to provide for their identified child with CT.</p> <p>SPLD and SALT continue Zoom lessons.</p> <p>Specialist teachers such as the SPLD and SALT are in contact with families to support home learning of children not in school.</p> <p>Learning Mentor: Contacting vulnerable children who are unable to attend school.</p> <p>Where possible, run any sessions for children attending school or isolating virtually.</p> <p>Liaise with parents through phone calls or Google Meet sessions if necessary.</p> <p>Provide guidance for class teachers for the children that they work with.</p>



	Supporting children to check on their well-being and mental health. This includes: anxiety about being away from friends or being at home, support with carrying out their learning successfully, bereavement.
<p>What happens if the whole school needs to go into lockdown?</p>	<p>See points above for individual children isolating - daily live teaching timetable.</p> <p>Identify which families need devices.</p> <p>Thof to contact parents - to collect devices/stationary.</p> <p>Letter to parents re. expectations for lockdown: home Learning is non negotiable. If children are not engaging - school contact family to check why and if appropriate refer to AWA.</p> <p>Update vulnerable list to phone weekly - need to add new pupils and those on CPOMs.</p> <p>TA/HLTA/Supply Teacher - work with children who need support/not engaging. Identify members of staff for each Phase</p> <p>Quizzes (on Google Classroom) to check children's understanding e.g. angles. Set a quiz through Google Classroom that can be self-marked.</p> <p>Daily 30 minute catch up sessions which will be timetabled across the school so that all children in family groups can attend. CT goes through the plan of the expected learning for the day. Spelling, SPaG, times table work & D.C. CT to model handwriting.</p> <p>Phonics groups will continue to run. Claire to provide a list of children in Phonics Groups.</p> <p>POD/sets will continue to run.</p> <p>Create classrooms - Interventions/Phonics. Whole School timetable for when Interventions happen</p> <p>Daily feedback by CT/TA on children's work through Google Docs. Children must hand in their work daily for this to happen.</p> <p>Children from the key worker and vulnerable who are attending school can access the activities from the website.</p>

Appendix 2

Year 4 Weekly Homework. Week Beginning 07/09/2020

Rights Respecting Articles: *Article 3 -The best interests of the child must be a top priority in all decisions and actions that affect children*



MATHS

Times Tables 1-12

DC

<https://www.timestables.co.uk/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Maths Daily Lessons (Mon 7th - Fri 11th) <--edited

Fractions (scroll down to week 6)

<https://classroom.thenational.academy/schedule-by-year/year-6>

LITERACY

Spelling (following school's spelling lists)

identity immediate immediately individual interfere interrupt language

leisure lightning marvellous mischievous muscle necessary

Make sure you check the meaning of all new words in a dictionary.

Literacy Daily Lessons (Mon-Fri) <--edited

Letter of complaint (scroll to week 6)

<https://classroom.thenational.academy/schedule-by-year/year-6>

Reading - select a book of your choice

<https://www.purplemash.com/sch/osmani>

<https://stories.audible.com/discovery>

(If possible, collect a reading book from school if you are shielding)

SCIENCE

(scroll to week 6)

<https://classroom.thenational.academy/schedule-by-year/year-6>

Geography

(scroll to week 6)

<https://classroom.thenational.academy/schedule-by-year/year-6>

(Or we can sometimes use from Project Homework)

History

RE

Select an activity from the RE planning to add here

PE- Daily workouts



[5 Minute Work Out](#)



[P.E with Joe](#)

Appendix 3

Last Review Date: Summer 2022

Next Review Date: Summer 2024



Examples of Resources that could be used to plan remote learning activities.

Resource	Uses	Considerations
General		
Google Classroom	Online learning platform where work is uploaded each week for children to complete remotely.	Individual logins required. Tablet, laptop or mobile phone with internet access required to access the learning.
Purple Mash	A bank of interactive learning resources that support the curriculum. Includes online books and games.	Individual logins required. Tablet, laptop or mobile phone with internet access required to access the learning.
https://www.topmarks.co.uk/	General resources to support many areas of the National curriculum organised into Year groups.	
Twinkl	The school has phase group accounts - check with your HoP for login details. You can find many activities which you can upload onto Google Classroom which are matched by Year group.	Tablet, laptop or mobile phone with internet access required to access the learning.
https://www.dkfindout.com/uk/	General resources to support many areas of the National curriculum organised into Year groups.	Tablet, laptop or mobile phone with internet access required to access the learning.
https://www.theschoolrun.com/	General resources to support many areas of the National curriculum organised into Year groups.	Tablet, laptop or mobile phone with internet access required to access the learning.
YouTube	Videos and music to support learning. Gives tutorials and models new learning.	Tablet, laptop or mobile phone with internet access required to access the learning. Check the content carefully.

Last Review Date: Summer 2022

Next Review Date: Summer 2024



Oak Academy	A national Government initiative where there are daily Maths and Literacy lessons as well as lessons to cover History, Geography, Spanish and Art.	Tablet, laptop or mobile phone with internet access required to access the learning. Ensuring that work matches up to that being taught in school.
BBC Bitesize	A range of topics are covered and there are interactive activities to support the teaching of the curriculum.	Tablet, laptop or mobile phone with internet access required to access the learning. Ensuring that work matches up to that being taught in school.
Maths		
Sumdog	Online Maths platform. Teachers can set up specific activities for the children to complete.	Individual logins required. Tablet, laptop or mobile phone with internet access required to access the learning.
https://www.timestables.co.uk/	Times table games.	Tablet, laptop or mobile phone with internet access required to access the learning.
https://www.topmarks.co.uk/maths-games/hit-the-button	Mental Maths practise.	Tablet, laptop or mobile phone with internet access required to access the learning.
https://thirdspacelearning.com/blog/home-learning-resources/?utm_campaign=18_03_2020_COVID-19_Update&utm_medium=email&utm_source=Pardot&utm_content=text	Maths learning packs matched to Year groups.	Tablet, laptop or mobile phone with internet access required to access the learning.
https://thirdspacelearning.com/blog/home-learning-resources/?utm_campaign=18_03_2020_COVID-19_Update&utm_medium=email&utm_source=Pardot&utm_content=text	Maths learning packs matched to Year groups.	Tablet, laptop or mobile phone with internet access required to access the learning.
Literacy		

Last Review Date: Summer 2022

Next Review Date: Summer 2024



<p>Audible</p> <p>https://stories.audible.com/disc-overly</p>	<p>Free ebooks for children to access during lockdown.</p>	<p>Tablet, laptop or mobile phone with internet access required to access the learning.</p>
<p>https://www.storylineonline.net/</p>	<p>Free ebooks for children to access during lockdown.</p>	<p>Tablet, laptop or mobile phone with internet access required to access the learning.</p>
<p>https://www.storynory.com/</p>	<p>Free ebooks for children to access during lockdown.</p>	<p>Tablet, laptop or mobile phone with internet access required to access the learning.</p>
<p>https://spellingframe.co.uk/</p>	<p>Supports children with their spelling.</p>	<p>Tablet, laptop or mobile phone with internet access required to access the learning.</p>
Science		
<p>https://www.osmani.towerhamlets.sch.uk/pupils/science</p>	<p>Various Science resources. Links can be found through the school website.</p>	<p>Tablet, laptop or mobile phone with internet access required to access the learning.</p>
PSHE		
<p>https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html</p>	<p>Activities to support children's well-being.</p>	<p>Tablet, laptop or mobile phone with internet access required to access the learning.</p>
<p>https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/</p>	<p>Information Book for children about Covid-19</p>	<p>Tablet, laptop or mobile phone with internet access required to access the learning.</p>
<p>https://www.earlyyearsstorybox.com/corona/</p>	<p>Resource for Early Years including activities to explain and support children through Covid-19.</p>	<p>Tablet, laptop or mobile phone with internet access required to access the learning.</p>
<p>https://www.bbc.co.uk/newsround</p>	<p>Up to date news articles and videos about topic issues such as Covid-19.</p>	<p>Tablet, laptop or mobile phone with internet access required to access the learning.</p>
PE		
	<p>Videos that children can follow to</p>	<p>Tablet, laptop or mobile phone</p>

Last Review Date: Summer 2022

Next Review Date: Summer 2024



https://www.youtube.com/channel/UCokO71NW3TgndaSNyHlqwtQ	keep active during isolation or lockdown.	with internet access required to access the learning.
https://www.youtube.com/channel/UC5ulZ2KOZZeQDQo_Gsi_qbQ	Videos that children can follow to keep active during isolation or lockdown.	Tablet, laptop or mobile phone with internet access required to access the learning.
https://www.bbc.co.uk/teach/super-movers/ks2-collection/zr4ky9g	Videos that children can follow to keep active during isolation or lockdown.	Tablet, laptop or mobile phone with internet access required to access the learning.
https://www.bbc.co.uk/programmes/p06tmmvz	Videos that children can follow to keep active during isolation or lockdown.	Tablet, laptop or mobile phone with internet access required to access the learning.
https://www.thisgirlcan.co.uk/activities/disney-workouts/	Videos that children can follow to keep active during isolation or lockdown.	Tablet, laptop or mobile phone with internet access required to access the learning.
To support children with SEND		
https://www.osmani.towerhamlets.sch.uk/pupils/send	Various links through the school website:	Tablet, laptop or mobile phone with internet access required to access the learning.

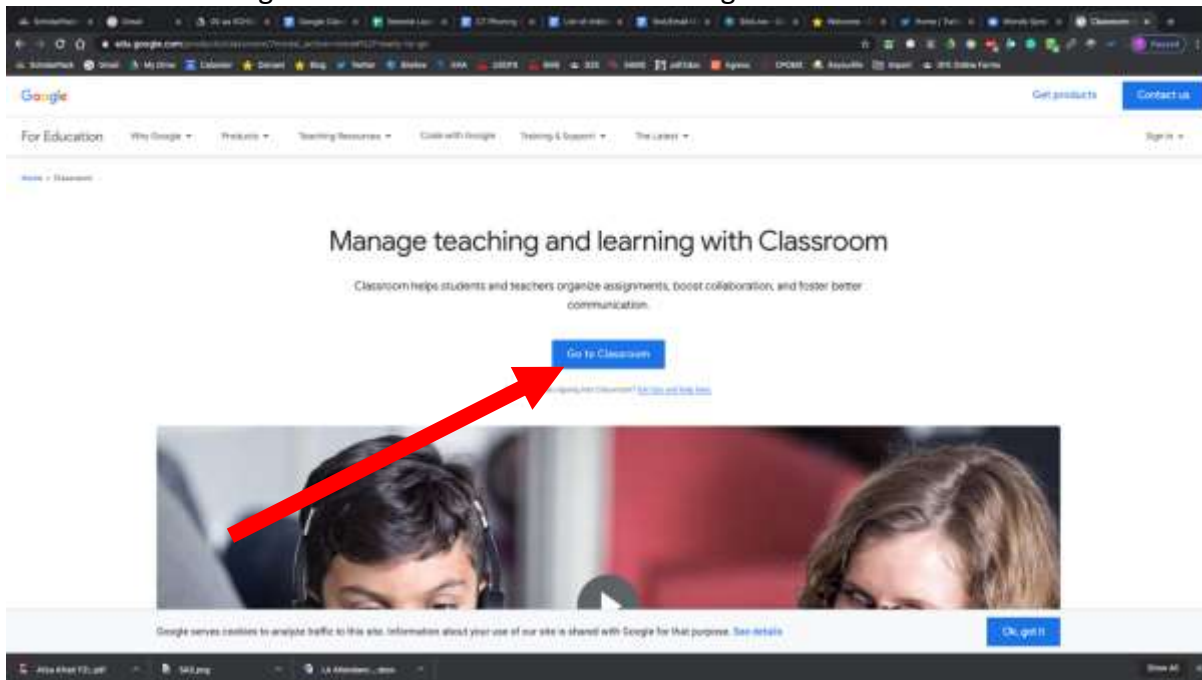
Appendix 4

Last Review Date: Summer 2022

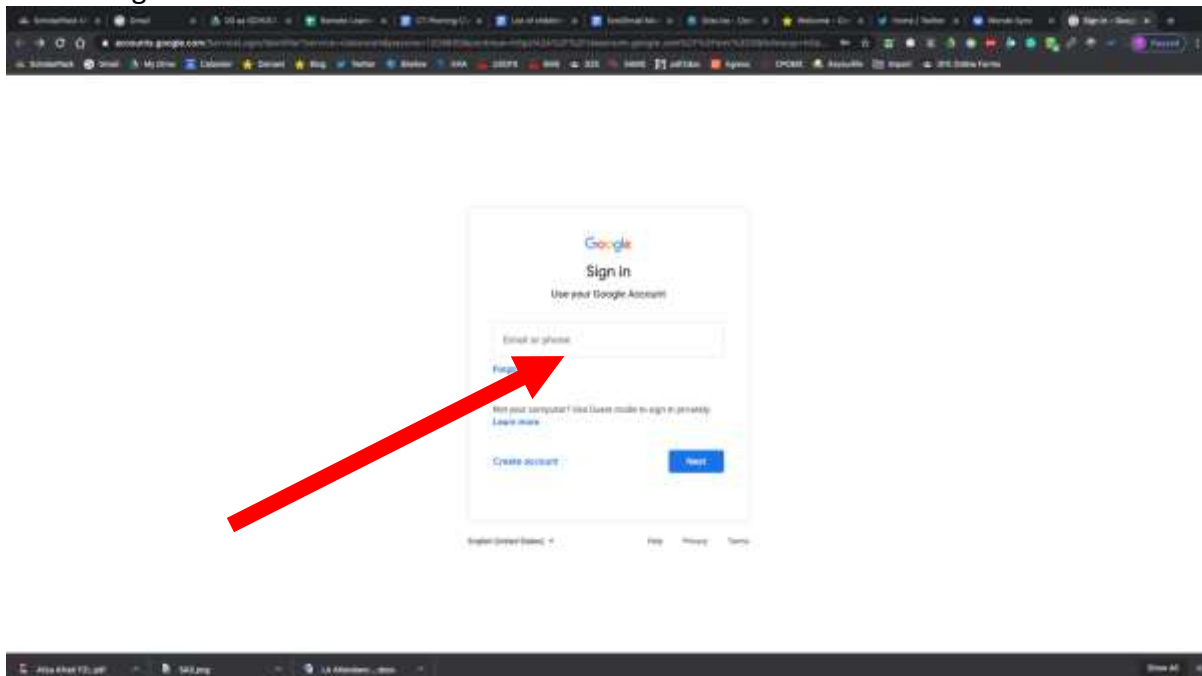
Next Review Date: Summer 2024

GOOGLE CLASSROOM GUIDE

1. Search Google Classroom on web browser and go to Classroom



2. Sign In with Username & Password



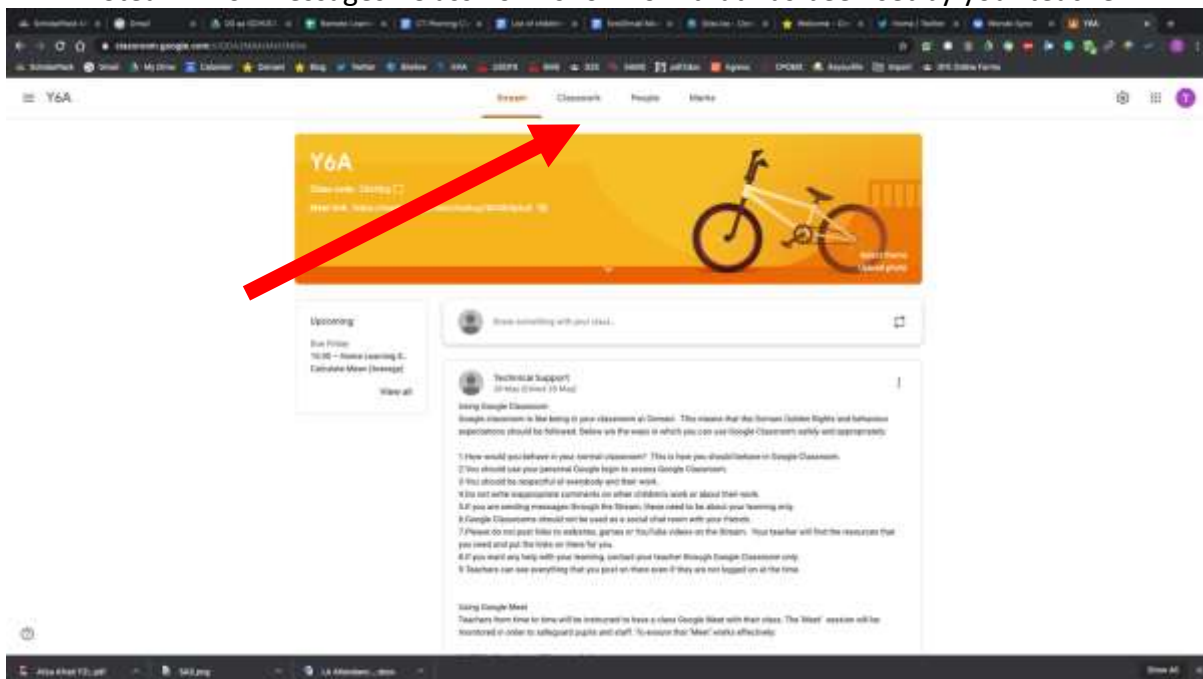
Last Review Date: Summer 2022

Next Review Date: Summer 2024

3. Click on your class



4. Stream if for messages. Classwork is for work that has been set by your teacher.



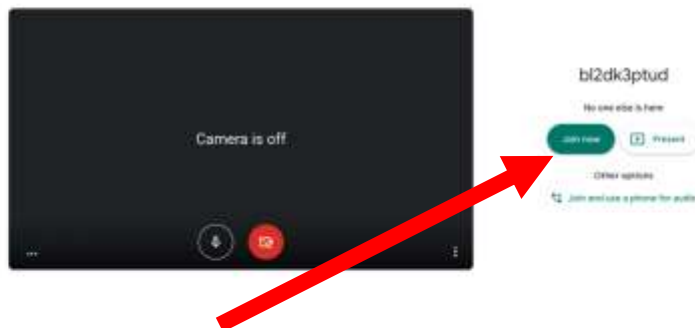
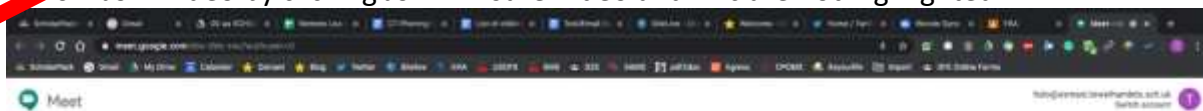
Last Review Date: Summer 2022

Next Review Date: Summer 2024

5. To join a Google Meet just click the link at the top.



6. Join Video by clicking Join. Ensure Video and Mic are not highlighted in RED.



Done!!!

GETTING STARTED IN GOOGLE CLASSROOMS

1. You need to log in to Google using your school Google account.
2. Go to classroom.google.com and click the **plus** sign at the top right to create a class.

Last Review Date: Summer 2022

Next Review Date: Summer 2024



3. Classrooms are organised in a uniform way, set out in the school guidance.
4. Children need opportunities to log into their account in school. Log in details are in their Homework Diaries alongside their Mathematics and Bug Club/Science Bug account details.

Visit the [Google for Education Teacher Centre](#) for training materials

There are help guides for teachers and children saved on the G Drive.

Copy and paste this link into your browser to access the drive.

<https://drive.google.com/drive/folders/1eTKh3sVkUxqM07a6MHKdgcPro9DofETa?usp=sharing>

You must be logged in to your school google account to access the drive

There is a list of very useful guidance videos on setting up and getting started with Google Classrooms here:

[How to use Google Classroom for Parents](#)

[Logging in to Google Classroom](#)

[Creating and Joining a New Class](#)

[Finding your Class Code](#)

[Accessing Classroom Docs in Your Drive](#)

[Children Posting and Commenting Settings](#)

[Posting Announcements](#)

[Posting Questions](#)

[Posting an Assignment from your Drive](#)

[Assignment sharing options: Topics, Due Dates](#)

[Creating a Quiz \(Part 1\)](#)

[Creating a Quiz \(Part 2\)](#)

[Commenting on Student Work](#)

[Assessing Multiple Children](#)

[Deleting Comments and Muting Children](#)

[Viewing Assignments](#)

[Inviting Another Teacher](#)

[Viewing Work in Google Calendar](#)

[Navigating in and between Classes](#)

Appendix 5



Rules for Google Meets

1 ONLINE CLASS IS COMPULSORY, NOT A CHOICE.



2 Your child MUST attend daily for registration at the class allocated time.



3 Use the bathroom before the Google Meets class.



4 Be ready to learn, no food, toys or other activities.



5 Think about Google Meets class.



6 Keep eyes on Google Meets class.



7 Use voice level 0 or 1.



8 Stay in your chair.



9 Stay for the whole time.



10 Raise your hand.



11 Aim camera to your face.



12 Leave yourself on mute unless the teacher asks you to unmute.



Appendix 6

Last Review Date: Summer 2022

Next Review Date: Summer 2024



Remote Classroom Charter

This charter acts as a home school agreement about how we use video meetings and livestreamed lessons to support learning at home.

These principles keep your child and others safe whilst in a video meeting and during live streamed lessons online.

1. My child and I understand that online class/lesson is compulsory, not a choice.
2. My child will attend all online classes/lessons as instructed by the school.
3. My child and I will keep any school logins, meeting links and passwords private and not share them with anyone else.
4. I will get my child into a suitable area for working which doesn't have too many distractions or noise. This will help my child (and other people taking part in the lesson) to concentrate on learning.
5. Everybody in my home will make sure only appropriate things can be seen or heard in the background when my child is in the livestreamed lesson or video meeting.
6. My child and I will tell the teacher or adult straight away if there is something on screen that makes us upset or feel uneasy or uncomfortable.
7. I understand that live streamed lessons and video meetings will be recorded to safeguard my child and the teachers.
8. My child and I will use Rights Respecting language when talking in the livestream lesson and also if my child and I add any written comments or other work to the session.
9. My child and I understand that the Remote Classroom Charter helps them to use Rights Respecting principles to conduct themselves appropriately during online lessons or meetings, just like when they are learning at school.

To be part of a positive learning experience whilst online, my child and I agree to use the above principles of the Remote Classroom Charter.

I understand that if the charter is not followed appropriately, my child WILL be asked to leave the livestreaming lesson or video meeting.

Appendix 6

A Guide To Internet Safety for Pupils and Parents



General Rules for Using the Internet safely

1. **Children should be supervised at all times when they are online.** This means that parents should be in the same room and look at what the children are doing.
2. Use 'Google SafeSearch' to ensure that children are searching the internet safely. This can be accessed through 'search settings' then click on 'Turn on SafeSearch'.
3. Do not share your passwords with your friends to keep your accounts secure.
4. Do not share any personal information online. That includes: your name, where you live, which school you go to.
5. Do not put any photographs of yourself or any videos on the internet, such as on YouTube. Once you have posted something online, it will be there forever.
6. Conduct: think about how you behave when you are online. Would you say that to someone's face?
7. Content: is the information on this website suitable for you?
8. Contact: do you know the person that you are talking to?
9. If someone that you do not know sends you an email or a message, do not open it. Tell a trusted adult.
10. Commercialism: are you having to pay for addons in an app? If so, do you have permission from an adult to do this?
11. Reliable: who has written this information? Are they an expert on the subject?
12. The Rule of Three: use three sources of information to check that it is accurate.

Using Google Classroom

Google classroom is like being in your classroom at Osmani. This means that the Osmani Golden Rights and behaviour expectations should be followed. Below are the ways in which you can use Google Classroom safely and appropriately:



1. How would you behave in your normal classroom? This is how you should behave in Google Classroom.
2. You should use your personal Google login to access Google Classroom.
3. You should be respectful of everybody and their work.
4. Do not write inappropriate comments on other children's work or about their work.
5. If you are sending messages through the Stream, these need to be about your learning only.
6. Google Classrooms should not be used as a social chat room with your friends.
7. Please do not post links to websites, games or YouTube videos on the Stream. Your teacher will find the resources that you need and put the links on there for you.
8. If you want any help with your learning, contact your teacher through Google Classroom only.
9. Teachers can see everything that you post on there even if they are not logged on at the time.

Using Google Meet

Teachers from time to time will be instructed to have a class Google Meet with their class. The 'Meet' session will be monitored in order to safeguard pupils and staff. To ensure that 'Meet' works effectively:



1. All 'Meet' sessions will be recorded.
2. You will need to log into a 'Meet' session using your Osmani login. If you use someone else's login, you will not be allowed to join for security reasons.

Last Review Date: Summer 2022

Next Review Date: Summer 2024

3. You must not share any materials from these sessions with anyone else. If materials are found to be shared (on any platform) then you may be blocked from future sessions. All concerns will be reported using the usual behaviour management protocols in school.
4. You should turn your microphones to mute before joining the Meet and when not talking as this prevents noise disruption during the lesson. If they wish to ask a question or respond they can either turn the microphone on or type their comment.
5. If you do not want to be recorded then turn your camera off.
6. Just like with Google Classroom, you must behave appropriately at all times. The teacher is able to mute the pupils and can remove them from the session if it is felt that behaviour is not appropriate.

Using Social Media Sites, Games and Apps

There are age restrictions on these apps and sites which usually start at 12 years old. This means that they are not suitable for you to use even with an adult supervising you. These include:



APPS	APPS	VIDEO and COMPUTER GAMES (Chat through messaging)
On YouTube: -Evil Nun -Killer Granny Fortnite TikTok Zoom Overwatch Facebook Instagram Pokemon Go MSN messenger Beebo Hangouts Viber WhatsApp Snapchat Messages IMO MSP Tango Twitter Tumblr Tanki Discord Kik Text Me ***Movies Star Planet (this is a dress up and you are rated on how good you look) ***Puff/Blow Skirt	Roblox Skype Minecraft Fashion Nails Facetime Musical.ly Dubsmash Happen Blog spot Agario Slither.io Virtual reality Tank Trouble Beater House Party Periscope Kim Kardashian Colour Switch Don't tap the white tile Mail online Star Wars Battlefront 2 Pixel Gun Movie star planet Modern strike Pub G Rules of Survival Dead Trigger Gangstar Vegas	Business Monopoly Xbox Mario Kart 7/8 Pokemon X Pokemon sun and moon Uncharted 4 Wwe Rocket League Tekken Forza Horizon Grand Theft Auto Sleeping Dogs Resident Evil Minecraft Modern Warfare Assassins Creed FIFA Mobile Hide IO Pixelmon Clash Royale WWE Super cars Brawl Stars Call of Duty- (chat through messaging and talk through headset)

The above list is not exhaustive.

Last Review Date: Summer 2022

Next Review Date: Summer 2024



- Do not use any games or sites with a chat room or a message board as these will not be age appropriate either.
- This is because sometimes children forget that what they say to someone online can be as hurtful as saying something to someone's face.
- Also, there may be people on there who you do not know. That includes friends of friends who you have never met. Your friends may never have met these people either and do not know who they are.
- Think about how much time you are spending on the computer. It can make you tired and lose your concentration in class. It is important that you do some activities which involve exercise such as, walking, playing football or swimming. Get creative and draw a picture instead.
- Some of these games are very violent and so they are not suitable for you to play. It can affect your behaviour towards other people and how you deal with situations in the 'real world'.
- Do not play games or use your computer just before you go to bed. This can affect your sleep and make you tired at school. Instead, read a book!



Appendix 7

Parent/Pupil Loan Agreement

Equipment

Device	Number	Levett Asset Number	Date & Time of loan

I undertake to take proper care of the device whilst in my possession and will abide by the requirements of the school's insurance policy with regard to protecting the equipment from loss or damage.

I agree that, should the equipment be lost or damaged I will reimburse the school for the repair or replacement of the equipment.

I further undertake that I will use any computer equipment loaned to me by the school for educational purposes only and will operate it in accordance with the school's policy on the use of ICT equipment.

Parents Name: _____

Signature: _____

Date: _____

Returned on: _____

By: _____

Signature: _____

Office Use ONLY

Equipment Checked by on Return: _____

Office to retain original after handing over device and a copy to be given to the parent.

Appendix 8

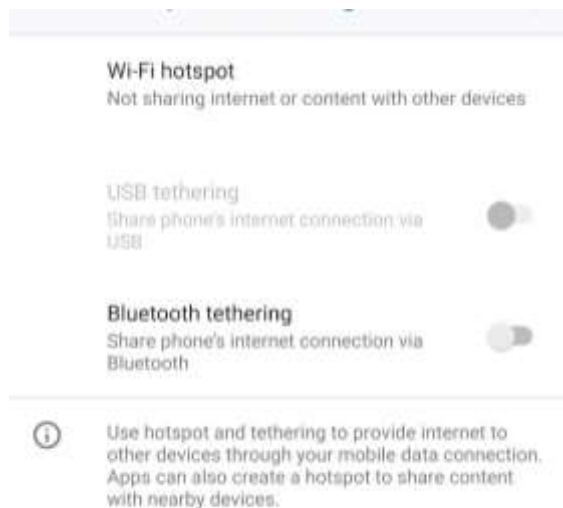
Mobile Data Tethering to PC/Google Chromebook

(This guide is for families who do not have internet wifi at home)

1. On your mobile device, go to Settings and ensure both Bluetooth & Wifi are switched ON.
2. Now switch ON Mobile Hotspot/Personal Hotspot.



3. Now on your PC/Chromebook go to Wifi settings and select your mobile device. It may ask for the password which is set on your mobile.



4. You are connected. You can now use your mobile data on your PC/Chromebook



Appendix 9

The following questions should be asked to parents during a phone call between parents and class teachers.

The responses should be recorded in the 'Remote Learning and Well-being Record' spreadsheet under the 'Parent Questionnaire Feedback' Tab for your class.

Well-being in Lockdown

How has lockdown been for your family?

Are there any issues that you would like to share with us?

1 - Poor	2 - Average	3 Good
----------	-------------	--------

Learning in Lockdown

How has your child found learning during lockdown?

How have you found learning during lockdown?

1 - Poor	2 - Average	3 Good
----------	-------------	--------

Returning to School

How does your child feel about returning to school? Does your child have any concerns?

How do you feel about your child returning to school? Do you have any concerns?

1 - Poor	2 - Average	3 Good
----------	-------------	--------

Do you have access to the internet?

Does your child have access to a computer/tablet/laptop for at least an hour a day to complete their home learning?

Are there any other issues that school should be aware of?

Any other comments?

Last Review Date: Summer 2022

Next Review Date: Summer 2024



Appendix 10

Expectations for Remote Learning

In KS1, the children should have 3 hours of online learning each day and KS2 should have 4 hours of online learning each day. This includes time given to children to complete tasks which they are set independently.

Timetable for Remote Teaching

8.30	School starts for Key Worker AND Vulnerable children			
8.30-9.00	Y6	Register/basic skills/RWInc/Class novel	COMPULSORY	
9.00-9.30	Y5	Register/basic skills/RWInc/Class novel	COMPULSORY	
9.30-10.30	LITERACY Reception to Y6 only			Y6 Asma Y6 Mim Y6 Helen KS2 mixed set POD2 POD1 NTE
10.30-10.45	BREAK			
10.45-11.45	MATHS Reception to Y6 only			Y6 Asma Y6 Mim Y6 Helen
11.45-12.15	Y4	Register/basic skills/RWInc/Class novel	COMPULSORY	
11.45	Lunch for Key Worker children in school			
12.30-1.00	Nursery	Phonics and class story	COMPULSORY	

Last Review Date: Summer 2022

Next Review Date: Summer 2024



12.30-1.30	Reception	Phonics and class story Topic	COMPULSORY	
12.45	Topic Y1 to Y6 only			EY sensory group
1.45	Y3	Register/basic skills/RWInc/Class novel	COMPULSORY	
2.15	Y2	Register/basic skills/RWInc/Class story	COMPULSORY	
2.45	Y1	Register/basic skills/RWInc/Class story	COMPULSORY	
3.15	Hometime for for Key Worker AND Vulnerable children			

Class compulsory and live teaching Google Meet sessions can be accessed through Google Classroom by clicking on the meeting link displays. This will be changed after every Google Meet session. Please remember to hide the link until just before the session.

Setting Work for Online Learning in Google Classroom

Osmani Primary School uses Google Suite for Education as a platform for providing remote learning for children. This consists of Google Classroom, Google Documents, Google Slides, Google Sheets and Google Meet.

Remote learning activities should reflect where possible the curriculum that they would be taught in school. The school uses Oak National Academy, BBC Bitesize as well as a number of other digital learning platforms such as Purple Mash to deliver remote learning. This will ensure that the learning gap does not widen during the lockdown period.

Any work set should be matched to meet the needs of the children as it would be in school. This includes individualised learning for some pupils with an EHCP. POD1, POD2, the mixed Key Stage Two set and the Year 6 set will continue to run as normal during this time.

Work from the live lessons should be presented in Google Slides which can be uploaded to Google Classroom on a daily basis. This will help those children who have not logged into the live teaching sessions as well as those who did but want to refer back to it. This work can also be emailed to the office and printed out for any children who are having difficulty logging into Google Classroom. In

Last Review Date: Summer 2022

Next Review Date: Summer 2024

addition, this will ensure that the children of Key worker and Vulnerable children who are still attending school receive the same learning as those working from home.

The weekly home learning sheet should be completed by Friday each week and saved in the shared drive - **ooaa self isolating children home learning** so that it can be easily accessed to put on the school website for Monday morning. Also, it should be uploaded into each class' Google Classroom ready for Monday morning.

They should also be given a blank Google Document to record their learning from the lesson. Each child should be given a copy which can also include any useful resources which they may need to refer to, e.g. pictures, success criteria, word banks, sentence starters, examples of text. Again, the children should be given a Google Document to complete their work each day which is handed in at the end of the lesson or day if it needs to be finished.

The structure of the live teaching sessions should be similar to that of a normal lesson. For Maths, there should be a DC then a main learning objective for Literacy there should be a SPaG starter then a main learning objective. In all lessons, the teacher should lead an introduction to the main lesson then allow time for the children to complete independent work. The teacher should remain online so that they can answer any questions and provide feedback to the children. They may need to gather the children together for a 'mini plenary' if they notice that a number of children have the same difficulty. At the end of the session, there should be a plenary where children can share their work, complete self assessments and any misconceptions can be addressed.

Examples of a Google Slide and Google Document are saved in the shared drive - 0000 2020-21 year group documents - example remote learning planning.

Work can be prepared in advance and scheduled to upload in Google Classroom on a specific day and at a specific time. Also, it can be set for individuals and groups as well as a whole class depending on the task set. This can be done when creating a new assignment by clicking on the 'assign' button in the top right hand corner.



Accessing Remote Learning

The children of Key Workers or Vulnerable children can access remote learning while in school using the school's Chromebooks.

Last Review Date: Summer 2022

Next Review Date: Summer 2024



Children who are working remotely at home will require a laptop, tablet or mobile device to access the remote learning materials. The school has a bank of 90 ChromeBooks which can be lent to children who receive benefit related free school meals or if they are in the vulnerable group or have an EHCP but are not attending school. The school has also made the decision that every child in Year 6 will receive a ChromeBook if they need one to ensure that they are well prepared for their next stage of learning at secondary school.

For children in Years 1 and 2, who may find it difficult to access Google Classroom and Google documents to record their learning, they should record their learning in their homework book. This is both at home and in school. For children working at home or in school, if possible, they should take a photograph of their work and email it to the class email address so that their class teacher can provide feedback. This approach will also be used for children in other Year groups who are unable to record their learning in a Google Document in Google classroom because they are using a mobile device which does not allow them to do so.

Where families are having difficulty accessing remote learning from home, they can contact the school office between 9:00am-3:00pm and speak to a member of the admin team who will provide support. Alternatively, they can send an email to the class email address and the class teacher can offer guidance. Information for pupils, parents and carers about the school's remote education provision has also been uploaded to the school website.

The BBC are also providing three hours a day of teaching through the CBBC channel between 9:00am - 12:00pm which families can access. This will include programmes from BBC live lessons, BBC Bitesize Daily, as well Our School, Celebrity Supply Teacher, Horrible Histories and Operation Ouch.
<https://www.bbc.co.uk/newsround/55552432#comments>

Ensuring Online Safety

Osmani school has produced a number of guides for staff, parents, carers and children to ensure that they continue to be safe while working remotely. These can be found in the appendices of the remote teaching and learning policy. The school will continue to follow the Safeguarding policy, Acceptable Use policy and Computing policy.

At the beginning of each week, teachers should remind their classes about online safety during the compulsory sessions.

Giving High Quality Feedback

Feedback given to the children should be linked to the key skills and knowledge which are taught in that Year group as well as the context and knowledge of the lesson. For children working in school, the adults who are working with the group should provide feedback. This can be verbal feedback which the

Last Review Date: Summer 2022

Next Review Date: Summer 2024



child then corrects in green pen. When giving written feedback, remember to stand behind the child or take the book to another table away from them so that you can maintain a social distance. Green highlighters can still be used.

For children working online, the feedback can be given by adding comments to the children's work in Google Documents. These comments can then be responded to by the children. verbal feedback during the live teaching sessions.

(Please refer to the schools Effective Feedback and Marking Policy for further information.)

Attendance

An attendance register should be taken at the daily compulsory Google Meet session to keep track of children who are attending. The following codes should be used:

X = present

Blank = absent

L = late

If children do not attend two of these sessions, the class teacher should call home to find out the reasons why and offer support. If the issue persists, they should contact their HoP to investigate further. This should be recorded on the Google Sheet which is saved in **oaaa school closure homework - checking remote learning of children isolating or with symptoms.**

This is the same procedure if children are not completing their online learning and submitting it to teachers through Google Documents or the class email for feedback.

If staff are using Scholarpack to find contact information for families, please do not save login details on your computer for GDPR reasons.

Assessment Expectations During Remote Learning

There are many elements of formative and summative assessment that we already use in school which can be applied to remote learning.

Formative Assessment

- Feedback during face to face teaching sessions including children's responses to questions, examples of work.
- Use of Google Documents to record work to see how securely the children understand this.
- Continue to have a remote Big Writing session to generate independent writing.
- Continue to have a remote Big Maths session so that children can apply their maths skills and knowledge to solve problems.
- Use of testbase questions to apply skills and knowledge which has been taught.

Last Review Date: Summer 2022

Next Review Date: Summer 2024

Page 43



- Formative assessments can be carried out by the teachers in school while giving feedback to the children. Any important information, such as concerns about how children have accessed the learning in school, should be passed back to the class teacher by the teacher in school.

Summative Assessment

- Use of reading comprehensions
- Short assessment tests at the end of a topic to see what children have learnt (White Rose Maths/Use some of the questions from the Rising Stars tests for Maths, SPaG and Reading)
- It is not appropriate to give children a full test during these times.