

REMOTE TEACHING AND LEARNING POLICY

Date Policy Reviewed:	14 January 2021
Date of Next Review:	14 January 2023
Person(s) Responsible for Review:	SLT (VE and VF)

Whole School Teaching and Learning Policy on the continuity of curricular provision and pastoral care during a longer period of term time school closure or partial closure.

AIMS

In the event of a whole or partial school closure, The Manor is committed to providing continuity of education and pastoral care to its pupils and will do so through a process of Remote Teaching and Learning. Extensive Remote Teaching and Learning would apply particularly in a situation in which the school is closed for an extended period of time, but when a high proportion of pupils and staff are healthy, and able to work as normal from home. This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term pupil absence not connected to a national health alert.

Remote Teaching and Learning may also be appropriate in situations when pupils, 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 longer term illness, assuming pupils are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms.

In the event of national restrictions in the face of a pandemic, The Manor will follow Government Guidance for Schools very closely and adhere strictly to the advice given by the Government and by Public Health England.

The Manor's aim will, in any scenario, be to continue to provide a broad and balanced curriculum whilst managing the systems of controls recommended in the Government Guidance and by Public Health England.

- [Guidance for Full Opening - Schools](#)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

- https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=12%20January%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

When schools are open, hybrid teaching and learning will be in place and will follow the principles set out below for the continuity of curricular provision and pastoral care. Staff and children alike will access the physical classroom through the platforms and provision set in place for fully remote teaching and learning. It would be likely that a degree of hybrid teaching and learning would co-exist with in-person teaching and learning for as long as national restrictions are in place.

This policy is under constant review and may be revised as necessary in light of further experience of Remote Teaching and Learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and staff to participate in Remote Teaching and Learning, owing to widespread illness, for example.

The **Remote Teaching and Learning** programme will be implemented with the aim of ensuring that as much of The Manor's educational provision as possible will be maintained during the closure, based on the following principles:

1. In the event of a long closure, frequent communication, led by the Head with the support of the Director of Communications, but at all levels, will be key to maintaining a sense of purpose and community. Everyone needs to play their part in initiating and keeping up dialogues with staff, pupils and parents. The regular updating of the website and other social media will be key in this respect.
2. The wellbeing of the whole community is paramount. Assemblies will be delivered remotely and at revised times to support the pastoral life of the community.
3. Academic work, led by the Deputy Head Academic, should be as challenging and purposeful as it would be were the school physically open, though it is acknowledged that it may be different in its nature owing to the circumstances. Timetables may be amended to facilitate remote learning. Delivery of the curriculum will be appropriate to the age of the pupils.
4. Pastoral Support and Safeguarding, led by the Deputy Head Pastoral, will be robust. The Manor's Safeguarding, Acceptable Use, Staff Behaviour and Home Visits Policies are regularly reviewed to ensure our children's safety, mental health and wellbeing during remote learning. Home-school agreements are written to ensure that expectations of parents and children are clear for their safety, mental health and wellbeing.

5. Pupils and staff throughout the school will be expected to work following amended timetables. Parents and pupils will have access to revised timetables on the website. Staff will refer to the Timetables Shared Drive for amended class timetables.
6. Deputy Heads, Heads of Section, Heads of Department and Form Teachers will maintain an overview role to support teachers and pupils in the maintenance of wellbeing, progress and achievement.
7. The systems of the School - in particular Rewards and Sanctions - will continue to be used as far as they are practicable.
8. Absence. Staff should contact Neil Jackson and their Head of Section if they are unwell. Cover work should be set by agreement with Heads of Section. Neil Jackson will maintain a list of members of staff who are unavailable each day for Remote Teaching and the reason why. Pupils' attendance will be monitored either directly with parents in EYFS and Y1 and 2 or Form Teachers in Y3-6. Please inform Heads of Section, the Deputy Head Pastoral and Katherine Sherbourne in the School Office (ksherbourne@manorprep.org) by email of absentees.
9. Staff will be sent a temporary home-working agreement to cover the period of remote learning.

Responsibilities during a period of whole school Remote Teaching and Learning will apply as below.

DEPUTY HEAD ACADEMIC

Victoria Evans, Deputy Head Academic, has overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

Overview of Remote Teaching and Learning.

EYFS

Reception children have a suggested timetable of the week for the parents to follow if they so wish and this can be found on the website. The children have the opportunity to join 3 live sessions (small group or whole class) a day as well as activities planned for the week. Specialist videos are shared with the children's Google accounts so that they can access these at other times if the set times on the suggested timetable are not appropriate. A resource pack has been provided to support home learning opportunities. Children also have access to Reading Eggs and Mathseeds, Education City and Espresso. Registration will take place at the start of the first live group session. Teachers will be available to offer help and support throughout this time via email or by telephone.

Years 1 and 2

Children will meet with their Form Teacher at 8:55am each day. Live lessons will be taught via Google Meet using the link at the top of the Google Classroom.

Activities will also be set and shared with children via the www.j2e.com platform. Any work the children complete should be uploaded to the J2e platform and teachers will provide feedback and comments to children using the learning conversation.

Additional activities will be set on Education City and Active Learn (Maths and Bug Club reading). Teaching staff will support children via the daily live lessons.

Years 3 to 6

Form Teachers will meet the pupils live on Google Meet for registration between 8:40am and 8:55am. Children should use Google Classroom to access work daily with teachers using Google Meet to deliver their lessons live. Within Google Classroom the pupils can use the class front page, known as the 'Stream', to ask their teachers any questions they may have and to maintain contact with their teachers. The 'Classwork' tab enables children to access their assigned work which is set according to the amended timetable. Teachers will be available within the allocated lesson time to assist with questions that the children may have. Private comments and feedback between pupil and teacher can be given within assigned work.

DEPUTY HEAD PASTORAL

Safeguarding

The Manor's Safeguarding procedures have been reviewed to ensure best practice whilst the majority of our children work remotely. Our revised procedures are outlined in the annex to our Safeguarding Policy, titled 'COVID-19 arrangements for safeguarding and child protection at The Manor Preparatory School'.

Our E-Safety and Acceptable Use, Staff Behaviour and Home Visits Policies also outline appropriate guidance during remote learning.

As our curriculum moves online, our teaching of E-Safety is of paramount importance. Our E-Safety curriculum (Switched On Online Safety) will continue to be taught remotely and staff are asked to promote the principles of E-Safety in all of their online interactions.

Mental Health and Wellbeing

The COVID-19 pandemic is an uncertain time for all members of our school community and will affect our mental health in different ways. However children, parents and staff are feeling right now is valid and The Manor will support all members of the school community at this time. Staff should also be aware of The Manor's Mental Health and Wellbeing Policy.

Feeling concerned or overwhelmed by the news is understandable. It might be that members of the school community are anxious about their own health, the health of someone in their family, or what impact the virus will have on their life.

If a child, parent or member of staff is feeling anxious during this time, they should speak to their Form Teacher, Head of Section, Deputy Head Pastoral or line manager for support and advice. Members of SLT and teachers will keep in regular contact with children and families via online communications and/or telephone calls. When entering into a period of remote learning, children will be reminded about speaking to trusted adults with their worries and in Years 3-6, details of Childline were posted to their Google Classroom pages. Children will also be reminded that they can share any concerns/worries with their teachers by writing these on a Google Doc and sharing this file.

We will facilitate video calls for Form Teachers and their forms to maintain their pastoral support remotely.

Mindfulness forms a valuable part of our school curriculum and video-lessons on this topic will be posted to the school website for children to access during school closure to support their mental health and wellbeing.

We will continue to offer counselling to our school community during this time which will take place remotely if requested.

Advice for parents and teachers for supporting children if they're feeling worried:

- Talk to them about what's going on. Find out how they're feeling and what they're thinking about, let them know it's okay to feel scared or unsure, and try to answer their questions and reassure them in an age-appropriate manner. Remember, you do not need to know all the answers, but talking things through can help them feel calmer.
- Help them to reflect on how they're feeling and encourage them to think about the things they can do to make them feel safer and less worried.
- Reassure them that this will pass, you're there for them, and you will get through this together.
- Encourage children to spend time doing a positive activity such as reading, playing, painting or cooking to help reassure them and reduce their anxiety. This is also a great way of providing a space for them to talk through their concerns without having a 'big chat'.
- Encourage children and families to keep to as many regular routines as possible so that children feel safe and stable.

The school community should also give consideration to advice from 'Young Minds' for those who are feeling anxious:

- Talk to someone about how you're feeling

- Arm yourself with the facts and be wary of false reports which can fuel anxiety. The government website provides the most-up-to-date and reliable source of information and the NHS coronavirus page can also be useful if you are worried about symptoms or family members.
- Don't overexpose yourself to the news
- Plan your time to ensure that you prioritise your wellbeing. Try to find time in your routine for activities that help you feel calm.

More information about supporting children with their mental health can be found on these links:

- <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>
- <https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/>
- <https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/>
- <https://youngminds.org.uk/find-help/for-parents/supporting-your-child-during-the-coronavirus-pandemic/>

HEAD OF COMPUTING AND IT MANAGER

Support and Training. The Head of Computing and the IT Manager will be responsible for supporting staff, pupils and parents in providing training, instructions and guidelines as well as sourcing suitable platforms and resources for teaching and learning remotely.

Maintenance of Google for Education provision. The Head of Computing and the IT Manager will be responsible for the efficient running of Google for Education for the educational and administrative needs of the community.

CLASS AND SUBJECT TEACHERS

Timetable. Teachers should follow the relevant timetable for lessons. This work should be set by the beginning of the day.

Nature of work. Work set should be sufficient for the length of the lesson and should clearly reflect the normal curriculum objectives for that subject - though it is recognised that the nature of learning activities in these circumstances is likely to differ from those used in the normal classroom. Work should be differentiated as usual. Please see above for specific details by Section.

Clarity of expectations. Work set should be explicit in terms of what pupils are expected to have achieved/produced by the end of the lesson and how any work is to

reach the teacher. Pupils should work with focus and depth and dedicate the allotted time to tasks in the way they would if school were open. Staff should follow up in the usual way if this is not the case.

Marking & feedback. Teachers should assess pupil progress, mark work and give feedback through the platforms created for remote learning.

Online support. Live communication through Google Meet is possible throughout the school. Face to face communication between staff and pupils is of paramount importance to support teaching and learning and also mental wellbeing. Teachers will be online and following the amended timetable alongside their pupils in order to enable them to respond to pupils' enquiries. This will allow them to "Meet" with groups of pupils to assist using video technology as appropriate as well as responding to individual questions through the stream.

If delivering live teaching sessions, the following guidelines must be followed:

- It is of paramount importance that you click record at the start of every lesson to ensure best Safeguarding practice to protect both children and staff. At the end of the lesson, you must click the button again to ensure that this video is saved - closing the browser before ending the recording will mean that the video does not get saved. Videos will be saved automatically into a folder on your Google Drive account and this folder should also be shared with the Head.
- **Videos must never be downloaded to your device.**
- Please ensure that your device is used in an appropriate area (for example, not in bedrooms) and where possible, against a neutral background (this also applies to pupils and parents and is in their agreement).
- Language and clothing must be professional and appropriate at all times (this also applies to pupils and parents and is in their agreement).

Circle Time/Form Time. Pastoral care is paramount. Please see above in **Mental Health and Wellbeing**.

Concerns & Rewards. Students will be expected to complete the work they are set, behave online respectfully and appropriately and contribute to the spirit of the school as far as they are able in the circumstances. Staff should also continue to use the system of commendation and praise as appropriate.

INDIVIDUAL MUSIC LESSONS

Lessons. These will be conducted through the live video platform of Google Meets.

Peripatetic Music Teachers. Training and instructions will be provided for the Peripatetic teachers:

- It is of paramount importance that you click record at the start of every lesson to ensure best Safeguarding practice to protect both children and staff. At the end of the lesson, you must click the button again to ensure that this video is saved - closing the browser before ending the recording will mean that the video does not get saved. Videos will be saved into your Google Drive.
- **Videos must never be downloaded to your device.**
- Please ensure that your device is used in an appropriate area (for example, not in bedrooms) and where possible, against a neutral background (this also applies to pupils and parents and is in their agreement).
- Language and clothing must be professional and appropriate at all times (this also applies to pupils and parents and is in their agreement).
- Please only use Google Meet for your Manor pupils, rather than any other video programmes, and use your Manor log in. Your Manor log in cannot be used for lessons with children who do not attend The Manor.

Parents. Parental agreement must be received before lessons commence. Parents must agree to the following conditions:

1. I will supervise my child at the start of the video call until the lesson has started.
2. I consent to the lesson being recorded and saved on the school's Google database to ensure best Safeguarding practice. Teachers will click 'record' at the start of each lesson.
3. My child and any other members of the household will wear suitable clothing and will be in an appropriate location. Where joining the call from a bedroom is impossible to avoid, then the door must be open and an adult must be in the vicinity.
4. Any language used during 1:1 video calls will be professional and appropriate.
5. I agree that I have read and understand the school's Acceptable Use Policy and will support my child in using Google Meets safely.
6. I understand that in some cases, peripatetic music teachers may use their own mobile devices to facilitate video calls using the secure Google Meet platform. In these cases, videos will still be stored in the School's secure area on Google. The peripatetic teacher takes full responsibility for ensuring that no records of the lesson are stored on their device.
7. I agree to the Privacy Statement and Terms and Conditions of Google Meet

HEADS OF SECTION

Support for pupils. Though most of the pastoral direct contact will be between Form Teachers and pupils/pupils' parents, Heads of Section will maintain their usual overview and keep in contact with the whole Section.

Specific pupil support. Where specific or persistent issues seem to be developing, the Form Teacher will liaise with the Head of Section who will then, supported by the

Deputy Head Pastoral, work more closely with those pupils/pupils' parents who appear to be in need of further intervention or guidance.

Support for Form Teachers. Heads of Section should maintain, as far as possible, a sense of Section spirit for the staff as much as the pupils. They will keep in contact with their teams, providing support and encouragement as well as intervening where pupil issues are developing. Heads of Section will be supported by SET.

Communication with SLT. As situations develop, Heads of Section should continue to liaise with the Head, the Deputy Heads and the Director of Admissions and Communications to keep them up to date and/or seek guidance. SLT and SET will continue to meet as usual and emerging issues will be discussed.

Communication with Parents. Heads of Section should maintain their usual level of communication with parents via email and telephone calls using school mobiles. Beginning of term Welcome Letters, should the closure cross a school holiday, will be sent to parents to outline the lines of communication, expectations and curriculum to be covered.

Meetings. Remote Section meetings should continue to occur regularly through Google Meets and, if possible, at the same time as usual though it is understood that the circumstances will dictate a change of approach.

HEADS OF SUBJECT AND KS1 CO-ORDINATORS

Overview of work. Heads of Subject and KS1 Co-ordinators will maintain an overview of work being set within their Departments by keeping in regular contact with departmental members and by referring to the updated Medium Term Plans amended for Remote Teaching and Learning.

Support for staff. Heads of Subject and KS1 Co-ordinators will maintain their role as guides and support for their Departments, all the more so given teachers will feel much more isolated than usual and cut off from the natural support that comes from interacting with colleagues every day.

Communication with SLT. As situations develop, Heads of Subject and KS1 Co-ordinators should communicate with the Deputy Head Academic and/or the Head of Section, as appropriate, to keep them up to date and/or seek guidance. SLT and SET will continue to meet according to their usual timetable and emerging issues will be discussed.

Meetings. Remote Departmental meetings for planning should occur regularly through Google Meets and, if possible, at the same time as usual though it is understood that the circumstances will dictate a change of approach.

LEARNING SUPPORT AND EAL TEACHING

Support for Pupils. The Learning Support Department plays an important role in the lives of many of our pupils. This support will continue as outlined below. The Learning Support and EAL departments will communicate regularly with the parents of pupils on the SEND/EAL registers to check how they are progressing in a Remote environment. Judgement needs to be used in determining which pupils require more support, based on the level of support given historically before the period of closure.

Teaching. In Y1 and 2 there will be no formal individual sessions. In Y3-6, Spelling Groups will run through Google Classroom. Individual lessons will utilise the Google Meets platform. Learning Support/EAL staff will also team teach with subject teachers to support children within the Google Classrooms.

ASSESSMENT AND REPORTING

Assessment. Please see above for reference to Marking and Feedback. Assessments will proceed as far as is practicable and appropriate.

Reports. Reports will be sent to parents in accordance with the Reporting Schedule which will be devised and communicated appropriately.

Parents' Evenings and Parents' Information Evenings (PIEs). The usual format for Parents' Evenings will not be possible. Face to face communication with parents will become even more important, as the school community works within Government guidance, to manage access to staff. Parents' Evenings may be more prevalent in the reporting schedule as a result and will be carried out through the online system, SchoolCloud.