

THE KING'S SCHOOL IN MACCLESFIELD



REMOTE LEARNING

INFANT & JUNIOR DIVISION

During a closure of the premises, it is vital that we have a consistent approach to the setting and assessment of work and that we maintain regular contact with classes as we teach them remotely to ensure continuity in their learning and progress. The advice below will enable colleagues to maintain this consistency.

Teaching classes and setting work

- Classes should continue to be taught remotely according to a school timetable that includes all curriculum subjects. However, in the event of a full school closure, the Infant and Junior timetable will change to a 4-period day, rather than 5, enabling rest breaks and slightly longer lessons. (Individual year group timetables will be distributed to parents at the time to give more detail). Practical subjects such as PE and Music should do their best to replicate the learning experience of the pupils remotely, although it is recognised that there will be limitations in some subjects.
- Teachers should use Microsoft Teams to communicate remotely with the pupils and every lesson should start with a welcome and a register via Teams so that all pupils get to interact with their teacher. There is no expectation, however, that pupils will spend the entire lesson on Teams, and in fact in the interests of the pupils' wellbeing it is desirable that they spend time away from a screen for parts of a lesson.
- Work and resources should be shared via Teams. The use of the 'Chat' function and 'Assignments' tab are integral for pupil/teacher contact.
- Form Teachers should register their class remotely via Teams by 8.45 in the Juniors and 8.50 in the Infants to ensure a sense of 'normality' and to allow the pupils to have some contact with their Form Teacher. In the event of absence, Form Teachers should keep a log of absentees and contact home if there is more than one absence. An update on pupil absence to Heads of Year/ Key Stage is required.
- Pupils should be set enough work to cover the lesson content they would normally be taught during the period of premises closure. Work should be set separately for each separate lesson on the timetable. They should also be set sufficient work for homework according to their usual homework timetable, although care should be taken to ensure that the amount of work set is appropriate for the age and stage of the pupils involved, whilst also encouraging them to work away from the screen.

- Work set could range from reading, writing short summaries, answering questions, projects, challenges and quizzes etc. For efficiency, work should be completed electronically as much as possible, however, for many of our younger Infant and Junior pupils work will need to be scanned/photographed if it has been completed by hand.
- All Infant and Junior pupils will receive an individual 'work pack' which will contain age-appropriate resources, exercise books, white boards and pens etc. This is designed to help support families and offer a different way to present and access work. Practical, play based work is a firm foundation in Early Years and Primary practice. As a result, pupils will be encouraged to work as practically as possible using different resources to help make learning fun and engaging.
- Where pupils are missing from a lesson, staff should ensure that they still have access to the work which has been covered. The Form Teacher should monitor where there is a pattern of absence and advise Heads of Year/ Key Stage. Contact with home to check and offer support is necessary. If appropriate, a building concern should be escalated to the Vice-Principals and the Principal. If necessary, pupils will be offered additional support if this is helpful to families.

Monitoring and Assessing Work

- Teachers should take in and mark work with the same frequency as they would if the pupils were in school and mark in line with the Infant and Junior Marking Policy.
- Work should be submitted by the pupils via the Assignments tab on Teams. Teachers should offer feedback via the same method. Again, teachers should observe the same timeliness in marking as they would if the pupils were in school.
- Given that we are teaching remotely, staff should, where possible, have evidence of pupil work from every lesson so that an overall understanding of coverage and completion is achieved. However, there is no expectation that every lesson's work is assessed.
- To quality assure the work being set, the Infant and Junior Management Team (IJMT) and the Assistant SENCo will routinely check on the work being set by the teachers, including that set for MAaT and SEN pupils. Heads of Year/ Key Stage and the Assistant SENCO will be asked to report to the Vice-Principals and the Principal using the usual Divisional work scrutiny form.

Pastoral Care/Wellbeing

- Form Teachers will have daily contact with their pupils in registration, providing an opportunity for them to 'check-in' and ensure that they are coping.
- 'Amazing Me', the Pastoral/Wellbeing bulletin for the Division will be sent weekly, containing weekly wellbeing challenges. This pastoral bulletin also offers support to families and pupils with contact points should pupils feel the need to reach out for support.
- The weekly Infant and Junior Bulletin will offer a summary of achievements across the Division.
- The Assembly programme and extra-curricular provision will run remotely, offering all pupils a range of experiences each week, but it is expected that this will a 'lighter' touch given the practical nature of many extra-curricular clubs.

- Form Teachers /Heads of Year & Key Stage/Pupil Managers should make direct contact with any pupils where there is a cause for concern and/or there are issues of absence or the completion of work. If this is sustained, then it should be escalated to the Vice-Principals and then Principal.

Video and Call Conferencing Protocols

Effective Safeguarding

Please consider the following issues when video or voice conferencing:

- Staff should only use school-based systems for voice/video calls. Teams is the preferred medium for the school.
- If using video, ensure that the background to the call is appropriate. You are able to blur the background on the Windows Teams App if required.
- You must record the call. Pupils should be told the call is being recorded and that it will be shared.
- Do not allow any personal information to be shared.
- Do not participate in 1:1 meetings via Teams or similar apps unless you have the approval of a parent. The chat function is more appropriate.
- Teams meetings with pupils should take place within school hours; 08:50-15:30/45 in the Infant and Junior Division.
- Meetings should not include participants who are not members of the school staff or pupils.

Effective Management

These are guidelines for the use of video or voice conferencing:

- Close all windows that you are not using on your computer if you intend to share your screen.
- Inform pupils that you are recording the meeting.
- Please lay out expectations of behaviour and praise accordingly. A positive learning environment is essential for all.
- Mute all users and only unmute users at your discretion.
- Continue to utilise school behaviour systems for poor behaviour. Seek advice from Heads of Year/ Key Stage, the Vice-Principals or Principal if it is necessary.

As the use of video or voice conferencing develops, these protocols may be updated. Please share feedback with the Infant and Junior Management Team so that the school may effectively make use of this technology in future instances.

Hybrid Teaching in the Event of Pupil Absence

There may be occasions where pupils are unable to come into school because of self-isolation, or exceptional circumstances where a pupil is away from school but well for an extended period of time, e.g. recovery from a minor operation. In such a case, work can be uploaded to Teams and pupils may be invited to take part in some face-to-face lessons remotely via 'Teams'. The teaching staff have a responsibility to maintain focus upon and deliver quality lessons to those pupils who are in school, but every effort will be made to make direct contact with pupils

working remotely at least once per working day. We require 24 hours' notice before this occurs to enable teachers to be informed and make the necessary arrangements.

Unauthorised absences and absences owing to holidays taken during term-time would not qualify for such remote learning. Our key concerns are that a) if pupils are unwell then they should be allowed to rest and recuperate without an expectation of taking part in lessons remotely and b) pupils are always better learning in school if possible. Hybrid teaching should be seen as a last resort in unavoidable circumstances rather than a routine option.

Author: Principal, Infant and Junior Division

Approved: IJMT, January 2024

Next Review Date: January 2025