# Remote Education

## Guide for staff, pupils and parents

October 2020

## Remote Education

Since the onset of the global pandemic in March 2020 remote education has made a significant contribution to enabling pupils to continue to learn and progress. It is well documented that remote learning will continue to play a part in pupil's learning for the foreseeable future. The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills
- Enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision. It is therefore important that we consider how to transfer into remote education what we already know about effective teaching in the live classroom.

## Remote Education at the Chiltern School

At the Chiltern School we have embraced Remote Education as a medium which allows pupils to continue to learn and engage in education even when it is not possible for them to be in school. Remote education is delivered via two online platforms. Google Classroom for our formal and semi-formal learners and ClassDojo for our informal learners.

It is important that high quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes. We prefer more time-limited, practical, multisensory, teacher led approaches to delivering the school's planned curriculum.

As a school we endeavour to monitor pupil engagement regularly within remote education provision. This will be logged via Google Classroom and ClassDojo and reviewed by Pathway leaders. If necessary class teachers will contact parents to explore ways to secure re-engagement.

Aside from the necessity to employ remote education during periods of lockdown or self-isolation, remote education may be necessary to support pupils who require a more

personalised curriculum or timetable; pupils with accessibility issues; pupils awaiting agreed provision; pupils who are not engaging in school, pupils who suffer social anxiety or cannot manage being with their peers or physically in the school building and pupils who have been excluded for more than 5 days.

Feedback from parents and carers regarding the Remote Education that took place during national lockdown in summer 2020 was generally very positive.  Parent/Carers said:

*I think the class dojo / google classrooms has been amazing. It has really helped with these uncertain times to help us still give the education to our children that they need with the help of their fantastic teachers.  The communication between the teacher and parent is great too. You can write notes about each piece of work to describe more of what's going in that's you can see in the picture / videos submitted - Early Transitions parent.*

*His favourite thing (apart from seeing photos of himself) has been watching the explanatory videos posted by his teacher, we have had to watch those many times. I think what he would really respond to in any future remote learning scenario would be more videos of the teacher explaining the work or 'marking' it - the words on the screen don't mean that much to him. And neither do the points for tasks completed- he's just not bothered - Cognition and Learning Semi-formal Phase 1*

*I like both Class Dojo and Google Classroom. I think Class Dojo works best for direct messaging class teachers, and Google Classroom for sharing activities and resources with families and students. I find Google Classroom easier for sharing work Poppy has done and photo's too - Cognition and Learning Phase 2 parent.*

## Google Classroom

Google Classroom is a digital education platform and is purpose-built for remote learning. For instance, teachers can communicate directly with pupils, set individualised tasks, let pupils work together, and easily give personalised feedback.

An advantage of Google Classroom is that where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access.  A platform such as Google Classroom can make it easier for teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in light of pupils' progress.

## ClassDojo

ClassDojo is an educational technology application which connects schools, teachers, pupils and families through communication features such as a feed for photos/videos from the school day and messaging that can also be translated into other languages.

ClassDojo allows teachers to share learning activities so that parents and carers can follow the instructions and deliver learning at home.  All families are familiar with the platform as the

ClassDojo app is used for all learners to communicate with families regarding a summary of the pupils day or as a way to pass on messages and information.
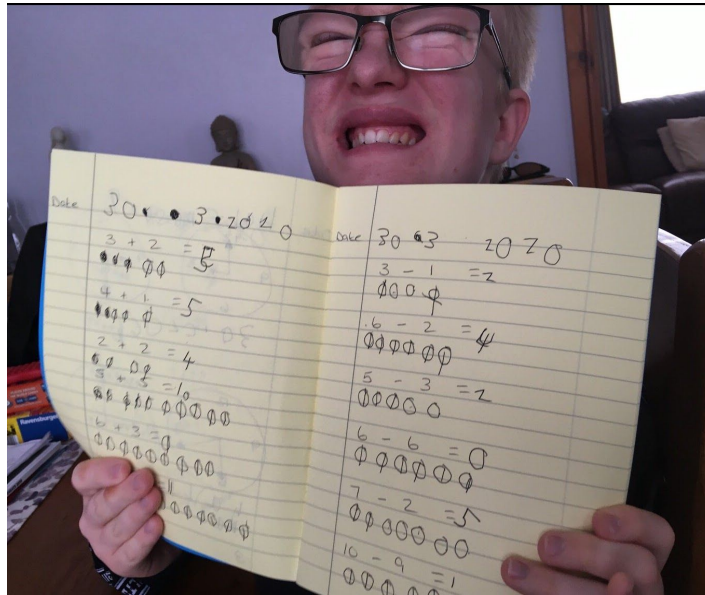


## Attendance

Pupils should be coded as 'B' in registers (educated off-site) with the exception of pupils who have been excluded.

## Code of Conduct/Non-negotiables

### Staff

- Teachers are expected to provide supportive information for pupils to complete the learning activities given. This can be in the form of internet links, visual prompts such as using Widgit or an instructional video of the teacher pre-recorded and uploaded into Google classroom. Please use your professional judgement as to which form of supportive information would be of most benefit to your pupils.
- Communication within Google Classroom should only be regarding the activities being given to support learning at home. Teachers should only comment about the learning activities being given to pupils and offer support to complete these if required. Any other concerns or questions parents or pupils have should be communicated through ClassDojo.
- If any safeguarding concerns arise within Google Classroom teachers should report these as outlined within the schools safeguarding policy and if required notify a DSL immediately.

- Teachers are expected to respond to pupils, parents and carers within normal working hours as per the guidelines given to all regarding ClassDojo.
- Teachers should take part in any training conducted to meet the requirements of, including training on how to use the necessary electronic equipment and software.
- Teachers should adhere to the Staff Code of Conduct at all times.
- Language used by Chiltern School staff within the classroom should remain professional at all times.
- Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- The school will not permit paper copies of contact details to be taken off the school premises.

## Pupils

For pupils who are able to access Google Classroom independently:

- All communication with teachers and other pupils should be responsible and sensible.
- All online activity both inside and outside school, should be respectful and will not cause the school, the staff, pupils or others distress or bring the school into disrepute.
- Pupils should be mindful of the sites they are accessing and ensure that they are educational sites recommended by the teacher.
- No illegal or inappropriate material will be downloaded, uploaded or posted.
- Pupils should not email, use digital recordings or post any information on the internet to harass or cause offense to pupils, staff or others.  This could be viewed as cyberbullying.
- Pupils will only log on to Google Classroom with their own username and password. They will not share their school username and password with anyone.
- Pupil's will not download or install software on school ICT equipment or make changes without permission.
- Pupil's will not attempt to bypass the school's internet filtering system and will not attempt to circumvent the school's IT security controls, access or delete school data or damage school IT equipment or systems.
- Pupil's understand that the use of school systems may be monitored and logged and can be made available to  teachers.

### Parents

- Parents should be aware that in the event of the need of their child needing to self-isolate or a local or national lockdown pupils will be expected to engage with Remote Education and parents should be available to support them with this.
- If Blended Learning is identified as a suitable provision for pupils parents should sign to give consent and understand what is expected of them.

- Teachers can offer technical support to parents in using Google Classroom if they are able to or they can direct parents towards the allocated email address: googleclassroomsupport@chiltern.beds.sch.uk this address will be monitored and responded to by the school's ICT administrators. It is parents and carers responsibility to use this email and correspond to it.
- Teachers will communicate with parents/carers during the working day at least 3 times a week. However, they will not respond between the hours of 6pm and 8am or at weekends and during school holidays. Parents will still be able to send information during these times so that teachers are aware but there is not an expectation for them to respond.
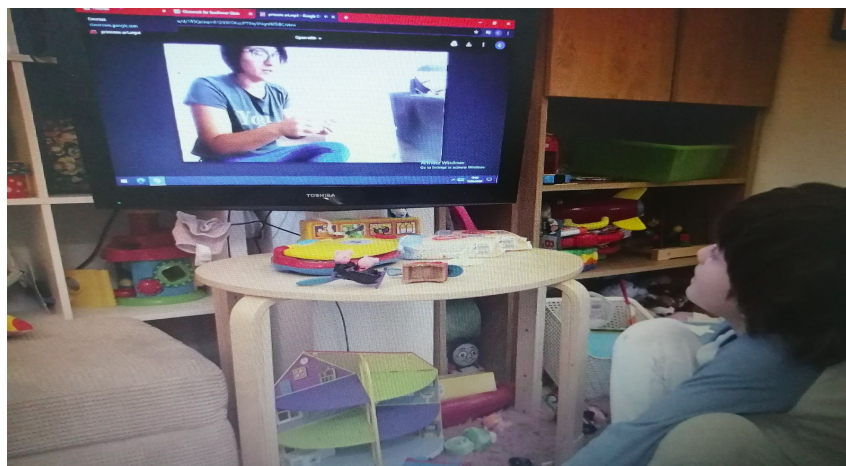


## Technology

Access to appropriate devices and connectivity is essential for technology led approaches to remote education. Parents and carers will be asked if their child has access to the appropriate technological device and devices will be made available via the school if needed, where there is capacity to do so. The school will work closely with other stakeholders to ensure all pupils have equal access to technology.

## Curriculum

It is crucial that we continue to teach as much of the normal planned curriculum in the remote environment. Subjects where this is more challenging are those that would normally include significant elements of practical work, for example sciences, music or technology. However, in these and other subject areas, video demonstration examples linked to the curriculum are available and can substitute well for practical work, particularly if accompanied by teacher explanation or commentary.

Many of our pupils require provision that is very bespoke to support the fundamentals of our school curriculum, for example, Attention Autism, Intensive Interaction or Sensology, teachers will try to use pre-recorded instructional videos to support this provision so pupils can still access this and parents or other professionals are supported to enable the delivery of these areas. The school will work with parents to ensure where necessary resources are provided if they don't have access to them.

## Physical Education

Ensuring that pupils continue to access physical education is very important.  Parents and carers can be directed to suitable online resources and links and teachers can use video demonstrations.  However, it is important that teachers take into account any restrictions including physical mobility, age and living circumstances.  Nevertheless, pupils should be encouraged to take regular physical exercise to maintain fitness and good health.



## Blended Learning

The advent of Remote Education as we now know it will continue to form part of our curriculum offer for some pupils post Covid-19. For example pupils who require a personalised timetable due to medical or social and emotional needs, and therefore cannot attend school full-time but require some of that learning to be completed remotely.  Blended Learning is likely to be best employed as a supportive platform alongside more traditional methods.  Where this approach is deemed most appropriate a meeting will be held with

parents and a parental contract will need to be signed by the parent accepting responsibility for the supervision of their child whilst at home.

Remote education will also support pupil learning in the event of an emergency school closure such as a Snow Day.

## Safeguarding

With many children's lives and learning likely to remain focused online there are risks that teaching staff, parents and pupils should be aware of.  These risks include; cyberbullying; cyber predators- whereby predators can stalk children and young people and lure them into dangerous personal encounters; posting private information - children can inadvertently share personal details about themselves or their families; phishing - emails that trick others into clicking on malicious links or attachments; downloading malware - computer software that is installed without the knowledge or permission of the owner and performs harmful actions on the computer; posts that can come back at a later date which could hurt, embarrass and humiliate a person.

## Online Safety

The classroom 'stream'(public to all pupils using the classroom) has been disconnected for parents to comment therefore ensuring safeguarding of all pupils and staff.

All staff and pupils using video communication must:

- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with minimal identification as to where their home is located and who they share their home with.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Always remain aware that they are visible, be mindful that using Google Classroom is no different to standing in front of your class physically.
- All videos must be pre-recorded no 'live' interactions are permitted within Google Classroom.
- When completing recordings others within your household are not permitted within the videos.
- Pets are permitted if they do not distract from the learning outline being given by the teacher through movement or noise.

The following resources  support parents and carers to keep their children safe online:

- Support for parents and carers to keep children safe online, which outlines resources to help keep children safe from different risks online and where to go to find support and advice guidance on staying safe online which includes information on security and

privacy settings.

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services



"Tell me and I forget. Teach me and I remember. Involve me and I learn." *Benjamin Franklin*