



# HEADINGTON

PREPARATORY SCHOOL • OXFORD

## **Policy for Remote Education Prep School including EYFS**

Reviewed by:	Deputy Head, Teaching & Learning
Date of last Review	January 2022
Next Review Date:	January 2023

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## **Purpose**

In the event of an enforced closure teachers, pupils, parents and guardians will, where practicable, follow the procedures outlined in this document. The aim is to ensure that, as far as possible, the School is able to continue to deliver education to pupils and that pupil progress is maintained. Please note, these procedures are only for use during an enforced school closure and cannot be implemented when individual pupils are absent from school for other reasons.

## **Procedure for full remote education**

In the event of an enforced school closure, working parents, including teaching and administrative staff, may be required to manage the logistics of supervising children whilst working away from school. All members of the Headington School community would endeavour to work as closely as possible to the procedures outlined in this document, however it would be important for us all to be flexible and patient when working remotely.

## **Principles**

- We want to provide a curriculum which is engaging, is differentiated for different learners and helps to prepare pupils for the next step on their journey
- We want to transfer into remote learning what we already know about effective teaching in the classroom.
- We want to follow normal timetable as much as is feasibly possible to support routine
- We want to build on the strong relationships between teacher and pupils (and between pupils) by retaining the normal class groups and subject leaders as much as possible
- We want to ensure that we provide a timetable that reflects normal provision with a programme of co-curricular opportunities which ensure breadth and depth in terms of pupil experiences.

## **Pastoral Care and Support**

The pastoral care of our pupils is a key strength of the School and we intend to maintain our provision in the following ways:

- Form teachers will touch base with their pupils on a daily basis at the start of the day. Form teachers will use this time to check academic progress and pastoral issues with their pupils as well as giving recommendations for extension work beyond the curriculum
- Should a teacher become concerned about a pupil's engagement in online learning, they, or the appropriate Head of Key Stage, will make contact with parents.
- Pupils and parents can contact their form teacher or Head of Key Stage via email
- In these very challenging times, some pupils may require support in addition to that provided by their form teacher. In these circumstances, both pupils and parents can contact Mrs Tessa Davey, Deputy Head Pastoral, who will work with the pupil to ensure the appropriate support is sought
- Reflection times and remote 'play times' are also organised regularly to further support the wellbeing of pupils.

## **Pastoral Support System**

Our usual pastoral support systems will remain in place via key staff and parents/pupils may contact them via their school email account in the first instance:

Head of EYFS – Miss Ruth Sibly [rsibly@headingtonschool.com](mailto:rsibly@headingtonschool.com)

Acting Head of Key Stage 1 – Mrs Joanna Haynes [jhaynes@headingtonschool.com](mailto:jhaynes@headingtonschool.com)

Deputy Head Pastoral and Deputy Safeguarding Lead - Mrs Tessa Davey  
[tdavey@headingtonschool.com](mailto:tdavey@headingtonschool.com)

Designated Safeguarding Lead - Mrs Jane Crouch [jcrouch@headingtonschool.com](mailto:jcrouch@headingtonschool.com)

## **Contact**

Pupils and parents can contact staff by email in the usual way, but should not expect contact by telephone. A full list of teachers' email addresses is available on the parent portal.

If pupils and parents are unsure who to contact with a particular query they should email [prepsmt@headingtonschool.com](mailto:prepsmt@headingtonschool.com) and the email will be forwarded to the relevant member of staff.

Staff will endeavour to respond to emails at the earliest opportunity. However, the likely increase in email communication during a school closure may mean it may take up to 48 hours for parents and pupils to receive a response.

## **Curriculum Learning**

The continued academic progress of all pupils is of vital importance; teachers are well prepared for remote teaching and learning.

The staff are familiar with using Tapestry (EYFS), Seesaw (KS1 and KS2) and Google Classroom (KS2) to deliver online lessons for all pupils, with the option to use Google Meet to enhance interaction between pupils and between the pupils and the teacher.

Teachers set up their classrooms and pupils are enrolled into these online classes, through which online lessons will be delivered. Teachers plan and provide lessons focussed on the relevant curriculum with the usual variety, as far as is practical.

During term time, pupils are expected to engage in the lessons and activities provided during normal school hours, including the completion of tasks and written work which is set by teachers.

Pupils will need access to a home device such as a PC, laptop or tablet. For effective use, the device needs to have the following apps installed. Gmail, Google Classroom, Google Meet, Google Drive including Docs and Slides. From an online safety perspective pupils should not log on to computers that are not directly owned by them or their families.

There are many approaches to delivering high quality teaching and learning remotely. 'Live lessons' is just one of them. We hope that the variety of strategies that we are using supports the wide range of home and family situations.

## **Curriculum Support**

All pupils are provided with a curriculum timetable. This is to support pupils in managing their time, and understanding when tasks need completing. Maths and English tasks are all completed by the end of each school day, however there is flexibility built into the timetable to allow pupils to complete tasks at their own pace.

Teachers are aware of the amount of screen time involved in online lessons, and some aspects of the lessons may include activities away from the computer such as more practical activities.

Lessons are differentiated using terminology with which pupils are familiar, 'Paddling, Snorkelling and Diving', scaffolding resources are included in lessons such as videos and word mats. 'Pink Think' extension tasks are available for more able pupils. Specific support sessions are also run by teachers to those needing extra help.

Pupils progress is monitored carefully by reviewing the work pupils submit, but also through interaction and questioning during a live session as well as assessment for learning activities such as the use of Google Forms as exit tickets.

Class teachers will provide verbal guidance and feedback whilst live teaching or written (and recorded verbal) feedback via Tapestry, Seesaw or Google Classroom.

Sometimes, teachers may not be able to respond in detail to every child during the online lesson. Teachers will provide more feedback once they have had the opportunity to review the pupils' work more thoroughly.

Pupils must ensure they submit their work once completed so the teacher is able to see it is complete and ready to be reviewed.

Teachers monitor that pupils are completing and submitting the work set regularly and generally on time. Teachers keep a register of pupils attending online lessons and Form Teachers will contact parents if they have concerns regarding the quality or quantity of work pupils are producing.

### **Flexibility**

The teachers are aware of pressures at home with parents juggling their own jobs while supervising their children. The majority of work set, particularly in KS 2, is intended to be completed independently by the pupils. Pupils in KS 2 are familiar with the various routes to contact their teachers, such as through Google Comments, and are encouraged to use self-regulatory strategies for getting 'unstuck'.

In EYFS and KS 1, parents are likely to be more involved with their daughter's lessons, however, there is more flexibility for families to organise some of these around home commitments eg weekly projects/tasks are set at the start of the week, to be worked through at their own pace.

In order to support pupils and their families in planning each day of learning remotely at home, a timetable of live Google Meet lessons is in place. These sessions are up to 30 minutes in length, with the expectation that pupils will continue their learning afterwards independently, but with the continued support of their teachers through Google Classroom, Seesaw and Tapestry and support sessions if necessary.

Remote learning timetables allow for some flexibility and time away from a screen.

If a pupil is unable to complete an online lesson, they can always undertake the lesson at a later date.

There is an understanding that there are times when a pupil cannot take part in a set online lesson at a given time. In these circumstances, the relevant teachers are contacted by the parents.

Parents should encourage their children to have short breaks during the day as they feel necessary.

*Be Active* and *Be Creative* sessions are both organised to ensure there are learning opportunities away from the screen. *Be Active* videos allow pupils some flexibility regarding when they do their physical exercise, they include Keep Fit sessions and skills that can be practised in a garden. *Be Creative* provides the inspiration and teaching on techniques so pupils can work on creative artwork throughout the week and at time convenient to them and their families.

### **Daily Routine and Registration**

It is a legal duty for schools to register children in attendance. For registration each day, it will be assumed that pupils are attending school through Remote Learning. If a pupil is unable to

attend remote school for any reason such as illness, the parent should email [prepsmt@headingtonschool.com](mailto:prepsmt@headingtonschool.com)

A daily "thought for the day" is available for pupils to watch at this link <https://sites.google.com/headingtonschool.com/thoughtfortheday/home>

### Key Stage 1 and EYFS (Reception)

Key Stage 1 form tutors email parents by 6 pm each evening with details of the next day's activities and lessons. The email also includes web links to videos for sessions such as phonics, PE, music and Forest School as well as the links to live lessons.

Reception teachers send a Tapestry update to all parents, this includes (in one place) all the next day's activities and live lessons, direct teaching videos and links for specialist and Forest School sessions.

### Key Stage 2

Similarly, form tutors send an email to pupils each evening so that it is in their inbox before the morning. The email will include web links to *Thought for the Day* and *Be Active* sessions, any notices, a list of lessons and activities to be completed that day and information about any live Google Meet lessons and live support sessions. KS 2 Form Tutors will hold a Form time Google Meet each morning at 8:50am to ensure all pupils are happy with the day's activities and lessons and provide some pastoral support.

### **Learning Development**

The Learning Development Department provides additional learning support to pupils who require it through Google Classroom and Google Meet. Members of the team contact the parents of pupils who have an individual education plan (IEP) and/or have regular one-to-one lessons for their learning needs to explain how this provision will be organised. Parents must give consent for remote 1 : 1 sessions.

### **Homework**

No specific homework is set during this period of remote learning. However, there are plenty of opportunities for pupils to extend their learning and curiosity.

### **Stretch and Challenge**

Stretch and Challenge activities will continue with weekly challenges set by the Stretch and Challenge Coordinator.

### **Learning Space**

It is important that children have an appropriate space at home to complete their learning. Parents are advised to designate a space, separate from where they eat, sleep, socialise and relax. This space should include a flat, hard surface for them to work on, have a reliable internet connection and, as far as possible, be quiet, well-lit and without distractions.

For the purpose of live online video discussions, pupils should ideally be located in a space where parents can see/hear discussions. A parent should always be in the room with their daughter for any one-to-one video discussions with teachers.

### **Remote Co-curriculum**

There will be a range of co-curricular activities available for the pupils.

Visiting Music Teachers are still able to offer their individual lessons for pupils. Many of these teachers work across several schools and while they are endeavour to avoid clashes with 'live lessons', this is not always possible, just as Key Stage 2 pupils would miss lessons if they were in school normally. If a pupil is unable to attend a session, there will be sufficient resources available for pupils to still complete tasks set within the various online apps.

## IT support

Throughout a school closure pupils and parents can request IT support by emailing [helpdesk@headington.org](mailto:helpdesk@headington.org). Support may be provided by way of telephone, remote connection or e-mail response. IT Services will be unable to assist with issues that relate to the individuals home networking configurations or issues that are not related to the schools systems and hardware.

### Remote Learning for those temporarily unable to attend school when it is fully open

Where a pupil or group of pupils' attendance would be contrary to government guidance or legislation around coronavirus (COVID-19), remote learning will be provided as follows, and in a timely fashion that is reasonably practicable.

- As is reasonably practicable, pupils will follow their school timetable.
- Teachers communicate lesson arrangements via email on a regular basis.
- Learning platforms and apps will be used as appropriate for the age group. See above.
- Provision will be equivalent in length to the core teaching pupils would receive in school and will include live or recorded direct teaching as well as time for pupils to complete tasks independently.

Minimum average hours of provision	
EYFS	At least 2 hours per day
Key Stage 1	3 hours per day, with less for younger pupils
Key Stage 2	4 hours per day.

- Teachers will use approaches that best accommodate both remote and in-school teaching and learning simultaneously. This is likely to include remote learners joining in-school lessons via Google Meet links, and teachers setting tasks for all pupils through Google Classroom. With KS 1 and EYFS the expectation is that parents will support pupils in joining appropriate live lessons and completing activities at home, as well as communicate learning experiences through Seesaw and Tapestry.
- Where the activities and circumstances are appropriate, it may be beneficial for remote learners to remain in live lessons for their entirety, perhaps working with other pupils on tasks.
- For some subjects, it may be necessary to adapt activities to better suit remote learning and it may be more practical to use online resources such as Oak National Academy lessons. However, teachers must ensure that all pupils working remotely continue to progress through the school's curriculum in line with their peers in school.
- The provision will ensure pupils are able to meet and interact with their peers at least once a week and join their class and teacher for more pastoral meetings such as reflection time.
- Learning Assistants will be deployed to support teachers in ensuring pupils at home are gaining a smooth access to lessons each day.

*Parents, pupils and staff should be aware that this document would be under review during a period of school closure, and that updates to our procedures may be made in order to improve the remote education experience for pupils and staff*