



**Digital Remote Education Provision:
Governor's Report**

S Formella

January 2021

This report provides a brief outline of what we have decided to provide for our children when learning remotely, why we decided to take that approach and, briefly, what we do and expect. Our Remote Learning Policy provides more details and the Parents' FAQs also provide some of the following information. These are both available on our website.

Developing 'Khalsa School At Home'

Choosing a digital platform *(spring term 2020)*

Like many primary schools, the March lockdown in 2020 left us seriously considering how we would ensure that there was quality provision for teaching and learning while children and staff were, for the most part, away from the school building itself. We sent out some initial learning packs to all children immediately after the national lockdown was confirmed while we decided on a more permanent course of action.

We chose to use Google Classroom for the following reasons:

- Researching and visiting virtually other schools and observing how they employ remote learning platforms
- The suite of applications available to staff and children (Docs, Meet, Slides etc.)
- The low cost and relative ease of setting up
- The familiarity most staff and families have with Google Apps

We purchased a domain and set up our first Google Classroom class on 31st March 2020. We decided that we would trial using the platform with a year 6 class until after the Easter holidays, giving us time to establish rules and routines, to work out what good practice looked like and to create accounts for the rest of the school. In the meantime, staff continued to send paper packs home for children.

Developing our digital provision *(spring term 2020 – spring term 2021)*

Our staff, including senior leaders, teachers and support staff are now all able to use Google Classroom and many other Google Applications to support teaching and learning.

Everything we have accomplished has been from a starting point of almost nothing and has been achieved in a very challenging year.

The following training and development has taken place for staff since the start of the lockdown situation in March 2020

Spring Term 2020

- Members of SLT, including the Digital Lead (DL) took part in some initial explorations of various platforms by discussing how they are used in other settings.
- The DL took part in online research and training for setting up the Google Admin console, enabling the creation of Google Accounts for the entire school
- The DL worked with Year 6 teachers to set up and monitor the trial class

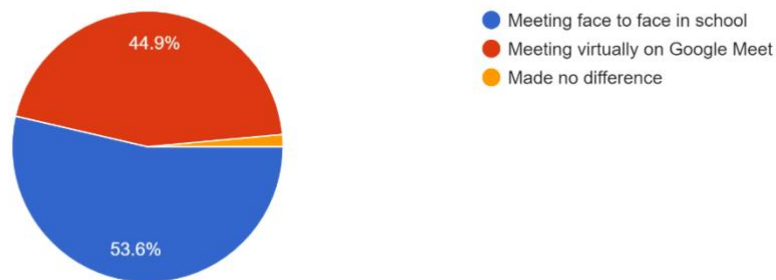
Summer Term 2020

- The DL worked with year groups individually, either remotely or in-situ, to set up and provide basic initial training on how to use Google Classroom. At the beginning of this term, each class was set up (apart from the Nursery) and ready to use.
- At the start of this term, we began to develop a list of guidelines and expectations, which would form the basis of our Remote Learning Policy. At this point, there were little to no published expectations around remote learning from the Department for Education, and nothing regarding digital platforms. In this respect, we were ahead of the curve.
- Throughout the term teachers added English and Maths work daily, responding to comments and providing feedback to pupils' on their work.

Autumn Term 2020

- At the start of the term, we shared our Remote Learning Policy with staff. This was an updated version of the previous document with a clearer set of expectations for the variety of situations we could face (such as individuals isolating or a whole class isolating). At this point, there were few published expectations from the DfE with regards to digital learning.
- We provided in school training for staff through a whole day INSET and various staff meetings. These covered common issues which some staff were facing and allowed teachers in particular to feedback on what they found manageable or unmanageable. As a result, we made several changes to our policy.
- From September onwards, the SLT have been available to meet face to face (outside, socially distanced) with parents who have had issues using Google Classroom. We also made the decision to switch all of our home learning to online. As a result, parents and children are all now able to use the digital platform and do so regularly. This has been beneficial when for instance, whole class 'bubbles' have had to isolate and continue their learning online the next day.
- The school applied for and received 28 Chromebooks for children who do not have access to a suitable device for digital remote learning at home (i.e. a PC, laptop or tablet). We have allocated these to families based on their need, vulnerability status and age of children.
- The DfE required all schools to be prepared for digital remote learning by the end of October 2020. By the end of October we did not only have our platform operating but had staff, children and parents who were confident in using it and doing so daily. We had a large portion of our school isolating for at least a week in the first term. All of these classes have been able to access their learning from home via Google Classroom and speak face to face with their teachers through Google Meet.
- Staff conducted virtual Parents' Evenings, using Google Meet, where we were able to conduct meetings with parents effectively. While we had some technical problems, the vast majority of parents were able to attend. Many parents said they would prefer to use Google Meet in the future (see below).

In future (after Covid-19) would you prefer
69 responses



- We signed up to the EdTech scheme which provided support for schools according to their ability and/or advancement in using digital technology. The DL attended a Google 'Bootcamp' to learn more about the Google Suite applications and obtained a Level 1 certification.

Spring 2021

- We planned and delivered a whole school INSET at the start of the year on using the full range of Google Suite applications, such as Docs and Drive. The closure of schools to most children meant that we also felt we should allow staff time to prepare for digital learning.
- At the start of the year we updated our policy, providing a more in depth explanation of the expectations for support staff (Teaching Assistants and Nursery Nurses) in a whole school isolation scenario.
- The SLT have continued to work on site, supporting parents, staff and children with technical issues. The DL is continuing to provide training through phase meetings, staff meetings, creating online tutorials and providing support by answering enquiries.
- A parents' information meeting has taken place, with parents given key information, the opportunity to ask questions and give feedback.
- The school's website has been brought up to date with all the necessary documentation and information for parents and other visitors.

Using Google Classroom – *for more information, please see our remote learning policy*

Curriculum and delivery

In the current lockdown situation (January 2021), we are teaching all of our statutory subjects in one way or another. For our core skills, such as English and maths, we are employing a mix of live teaching and high quality online resources. For the wider curriculum, teachers are ensuring they are covering the curriculum as normal but in a modified way. They are following the same topics but not necessarily the exact same lesson to lesson plans, as these have been modified for online learning.

Teachers are not necessarily required to teach 'live' via Google Meet, however many choose to do so. They are required to make themselves available for children so that they can check understanding and answer questions 'live' via Google Meet. This applies to every online lesson.

With regards to pedagogy and teaching techniques, we expect staff to follow the same principles and guidelines as they would in school. Teachers are therefore expected to plan, teach and assess as they would do if they were teaching in the school building.

Monitoring and assessing

We require that staff monitor attendance (i.e. joining Meets) and engagement (completing work) daily, completing an online register. This register is monitored by the SLT and parents are contacted if necessary.

We continue to monitor the quality and quantity of instruction and work daily, through 'drop ins' and by looking at pupils' work.

Staff are expected to assess as normal; they should keep a record of children who have demonstrated a good understanding and of those who have struggled, adjusting their planning and updating their assessment data as normal.

As a school, we continue to refine and adjust our approach to remote learning and make changes to our guidelines and expectations based on feedback from staff, parents and children.

Safeguarding and wellbeing

Safeguarding our staff and children has been a primary consideration from the start. We apply the same safeguarding rules and procedures when working remotely as we follow at school. We have chosen a digital platform that is secure; only users within our domain can access any of the data, join classes or Meets for example and only our DL has admin privileges to change this.

Children and staff have been given advice on how to stay safe online and have been provided with rules about using Google Meet for example, including blocking their background and what constitutes acceptable use.

We ensure that our children who have been identified as vulnerable are monitored in terms of participation and, if necessary, wellbeing through phone calls to home. A record is kept of these checks.

Finally, in a lockdown situation (such as at the time of writing), staff have been given the option of working from home should they feel more comfortable doing so.