

Europa School UK Remote Learning Provision

Remote learning will need to be provided in the following situations:

- Absence of a student
- Absence of a teacher
- Absence of whole class/ cohort/school through partial or whole school closure
- Shielding situation

in the case of a suspected or positive case of COVID-19 or an imposed quarantine or via school closure measures directed by the UK Government.

The objective of Europa school UK is to provide high quality distance learning and teaching provision to ensure continuity of education so that no child is left behind due to the COVID epidemic.

The distance learning needs to maintain a similar pace to the remote learning as that provided in class, to ensure coverage of syllabuses and to be motivating, appropriate for a remote situation and include opportunities for remote interaction, feedback and assessment.

We expect every child will be able to participate fully in the distance learning provision, but we understand that in some circumstances the school will have to provide extra support to overcome difficulties with IT provision and individual situations.

We know that Europa Parents support their students well but expect that they communicate any issues with the school immediately to minimise any loss of learning. We understand that many of our parents are also expected to work and that in some case this can related extra stress within the family.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

PE - We recommend physical activities at home and have started to provide more lessons on PE theory in secondary.

Situation for January 2021

Due to the lockdown situation across the UK, the school is currently operating distance learning provision for all students except children of critical workers and vulnerable groups. Currently the school has 7 primary groups and 2 secondary groups in school – approximately 130 students in total.

The primary groups are taught by teachers coming into school on a rota basis (1,8 days per week in average). When teachers are in school, they are teaching their assigned class and have set distance learning tasks for their remote class in advance.

The secondary groups are accessing the remote provision and are supervised by a team of TAs and teachers. Extra face to face activities are offered such as regular PE sessions.

Expectations for Remote Learning

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1 on average	3 hours per day for Y2 2.5 hours per day Y1 1.5 hours per day for Reception, with extra activities where children learn through play.
Key Stage 2	4 hours per day
Key Stage 3 and 4	5 hours per day

School absence monitoring

School absence due to COVID could be due to suspected symptoms or a confirmed case or due to quarantine due to being a close contact. The school's parent portal allows the school to keep a record of such absences and this needs to be communicated to teachers and school management to initiate the distance learning. The school will also use absence recording to identify unexplained absence and follow up each student as a cause for concern.

Similarly, for teacher absence due to COVID, the cover coordinator will liaise with the teacher to plan the remote and or replacement teaching.

The school also actively monitors the engagement and participation of students accessing remote learning and follows up non-participation by contact parents.

Distance learning Framework

Examples of Europa School remote teaching approaches:

- live teaching (online lessons via google meet)
- Curriculum work set (online assignments via google classroom)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (see appendix 1)

All students from the reception class to S7 have google email addresses (f.xxxIB@europaschool.uk)

The Gmail account allows access to the google classroom which is the school distance learning platform and google meets, its video conference facility. Communications will be via the child's email address and not parent email addresses to avoid any data breaches with sending group emails.

Parental consent for online virtual learning will be obtained for all pupils via a Google form.

A code of conduct for virtual learning has been established.

Group parents' meetings will be set up via Google meets using the child's Gmail access for access to the meeting. Parents connecting separately to the meeting can use the child's Gmail account at the same time.

Primary provision of distance learning

We have to distinguish between the two main circumstances:

1. The teacher is teaching physically in the class and has to support pupils who are self-isolating,
2. The teacher is distance-teaching due to isolation, a second lock-down where provision needs to be planned for remote learning and in school for children of keyworkers and vulnerable groups.

For the first scenario, teachers put in place teaching provision for the children at home because they cannot manage to provide the level of detailed distance-learning as would be the situation during a lock-down. When a teacher is planning for the class, they plan additionally for children isolating at home and upload the work onto google classroom. This plan includes pieces of work, guidance for children/parents, and if needed a timetable. It follows the planning and the pace of the whole class, using google-classroom and other complementary tools and links. The aim is that the child isolating stays on the same learning journey and will not be lost when they are back. It is unlikely that all work is marked, but the teacher ensures that there is weekly contact with the child or parents to check on progress.

There is a caveat however, that the parent is not a teacher and may also have other work to do. For upper KS2 it is expected when possible that children will take part in some directed work, some of the time, but for younger children, the parent is obviously needed to provide and supervise, help and negotiate. The distance provision in this case should prioritise, so that neither parent nor child feels overwhelmed by the work.

In the case of scenario 2, we have taken in account last Summer term lockdown experience, with teachers, children and parents' feedback. The teachers will use

google-classroom to improve the coherence, but additionally, use other tools and resources (see list of online resources in Appendix 1).

In overall the key features of our remote education are

- numerous and adequate lessons covering our wide curriculum, in both languages, provided in live or in video by competent specialists (e.g. Oak Academy, international resources for stream language teaching), or by the teachers themselves.
- regular live sessions/meetings where children and teachers can develop interactions.
- numerous and adequate tasks for the children to be carefully completed in autonomy.
- regular information provided to the children or families by the teachers about the distance learning.
- regular feedback from the teachers on children's work and involvement.

In Reception and KS1, teachers will use google-classroom for communication with parents, and other helpful links to activities and international websites. It is important to stress that as children in Reception and KS1 are not autonomous, the learning will be a mixture of suggestive and directed, so that parents can follow some but not all, depending on time and compliance of the young children. Once again, all the learning areas covered will be enriched by a variety of resources: video recordings and films, audio and video documents especially for the language teaching.

Throughout primary, teachers will initiate and organise regular interactions with pupils via Google classroom The work plan should be provided to the pupils or the families on a daily basis, or communicated at the beginning of the week, with clear learning objectives and a clear ranking of the priorities of the activities (e.g. mandatory, extra activities, and enrichment). They will organise at least two online sessions per week with pupils in KS1 (one per language), up to one daily online lesson for students in upper KS2.

Teaching assistants will be deployed by the teachers who work with them, to help with uploading resources, managing feedback, holding small group sessions – especially conversation in the stream language - and reading stories, either in real time or as videos.

Secondary provision of distance learning

Teachers are required to place all worksheets /assignments/assessment on the google classroom for each class. Absent students are expected to access their course classrooms every day and complete the assignments. The completed work can be submitted to the google classroom for marking and feedback. Students are also expected to contact classmates to keep up on work done and copy any notes. This will help students to develop responsibility for their learning and encourage peer working.

The school is working to improve its provision of cameras and speakers in class so that absent students can be a virtual presence in the classroom via google meets.

Virtual teachers have also been trialled in lessons (during the S6 return in June) with the use of in school class supervisors. This will be put in place this term due to possible self-isolation or shielding requirements.

A secondary distance learning timetable has been sent to all students in the case of a class/cohort or school closure. This will provide one virtual interactive lesson for every two periods of a course with sufficient work to cover the two periods plus a homework assignment.

An Example of a typical Secondary distance learning timetable is shown below:

	Monday	Tuesday	Wednesday	Thursday	Friday
1 8:15 9:00	ItaL3 BOE 125	EngL1 DOB 1		Sci COE 40	
2 9:05 9:50		RSE HUG Chap			
3 10:10 10:55	HUMFR PHS 233		ICT COD 36	Mat GAD 114	Music OGT 154
4 11:00 11:45			EngL1 SWA 117		HUMFR PHS 331
5 11:50 12:35	Mat GAD 114	Lat COS 116		Rel GRO 115	fraL2 REM 5
6 12:35 13:20					
7 13:20 14:05	Art GUS 59	Sci COE 40		Mat GAD 114	
8 14:10 14:55				PE MAK Diddy	Rel GRO 115
9 15:00 15:45	fraL2 REM 5				

Class teachers will arrange a contact session with an absent student on a weekly basis.

Class teachers and secondary leaderships will organise virtual assemblies for year groups on a regular basis.

Remote students will have access to other learning platforms such as mymaths and Anton (see the list of online resources in appendix 1)

Mathematics teachers have the use of whiteboard tablets for teaching of mathematics.

The school will check that the absent students have sufficient computer access and will look to loaning a school laptop depending on availability.

In situations where an absent student has limited IT access at home, the school will arrange for hard copies to be provided.

The special needs department will offer online support sessions for identified students.

In a school cohort/school closure situation, children with in-school provision will be supervised but follow the remote learning provision. There will also have regular Physical education sessions.

Training

Both primary and secondary teaching staff have held INSET training on distance learning provision, and this will continue throughout the term to provide ongoing support and training on more advanced features such as presenting documents and break out virtual spaces. The school is also planning to organise meetings between primary and secondary subject groups to share practice on the use of distance learning particularly for stream language provision.

Training of all teaching assistants is also required to provide more targeted support for individual student's needs.

Teachers need to ensure effective use of teaching assistants for distance learning support where available.

In school Provision for children of key workers and vulnerable families.

In the case of the closure of a school bubble due to positive COVID cases then children in these categories would be expected to self-isolate.

The school will however need to provide in school provision in the case of possible local or country wide school closure such as any extension to school holidays. The school will use the experience gained during the lockdown to ensure this provision can be set up quickly.

Parents' evenings and meetings

All parents' meetings and evenings that are scheduled in the school calendar will be on-line.

Parents evening will be organised using the Google calendar appointment system or via the school's data system.

Safeguarding

The school has a safeguarding duty to children during any absence or school closure situation. Please be assured that we will maintain a listening post to follow up any welfare issues that are reported to us by parents, children or teachers.

The email address for any pastoral and welfare issues is safeguarding@europaschool.uk accessible by Mrs Kynoch (designated safeguarding lead DSL) and Mrs Wood (the deputy DSL).

Mrs Kynoch and Mrs Wood will also continue to monitor/work on any ongoing/existing safeguarding issues.

There are some safeguarding guidelines for distance learning:

- all language and text must be professional and appropriate including from any family members in the background.
- students must address staff in the same way as if at school. All requests must be politely phrase - please and thank you goes a long way!
- staff and pupils must wear suitable clothing for any teleconferences or face to face online communication.
- Any incidents of cyber bullying or inappropriate communication will be investigated thoroughly by the school. Parents will be contacted.

Any breach of these guidelines will result in parental contact to discuss and repair the situation.

The school's safeguarding policy, anti-bullying and on-line safety policy are available on the school's website.

Online Safety Guidance

- Internet Matters – a not-for-profit organisation set up to empower parents and carers to keep children safe in the digital world. Their support for parents includes a range of downloadable guides covering subjects such as transition to secondary school, Vlogging & livestreaming, online gaming and cyberbullying.
- NSPCC - includes a range of resources to help parents keep children safe when they're using the internet, social networks, apps, games and more.

- Parent Info - from CEOP (Child Exploitation and Online Protection) Parent Zone, Parent Info is a website for parents covering all the issues amplified by the internet. It is a free service which helps schools engage parents with expert safety advice, endorsed by the National Crime Agency's CEOP command. This website provides expert information across a range of online harms.
- Parent Zone - offers a range of resources for families, to help them meet the challenges of the digital age, including parent guides on the latest digital trends and platforms.

Teacher Assessment/ Feedback/ Marking

School Reports will be written and posted on the student and parent portal.

Teachers will be available for a telephone/online meeting with parents to discuss any concerns. Please note that teachers have many students in their care and therefore appointments may take some time to setup.

Teachers have large workloads and will not respond to long email messages. Please restrict any email message to a short paragraph.

Teachers will provide feedback on students' submitted work. Marking classwork however cannot be as comprehensive as in the normal operation of the school. This is a new way of working and this communication will evolve as teachers and students get used to the new learning environment.

Registration of Students

There will be a registration system in place to check if students are active and participating in distance learning tasks. This will enable the school to address poor participation and we will contact parents to address the issue.

Student Illness

Parents should continue to inform the school if their children are ill and unable to participate in their distance learning via the email reception@europaschool.uk

IT support

Please email Desi on d.correia@europaschool.uk for IT support.

Parental concerns

Parental concerns can be addressed to the main reception via reception@europaschool.uk and these will be forwarded to the class/ subject teacher or senior manager.

Annie Fabulet has extensive experience of home tutoring and can be contacted by parents or students who need help or support regarding the distance learning environment. You can contact her using the email a.fabulet@europaschool.uk

Appendix 1: Summary on Online tools available to the school

ami	All - online tool to submit pdf worksheets	Reception, Primary Year 1, Primary Year 2, Primary Year 3, Primary Year 4, Primary Year 5, Primary Year 6, Secondary Year 1, Secondary Year 2, Secondary Year 3, Secondary Year 4, Secondary Year 5, Secondary Year 6, Secondary Year 7
bozemanscience	Science	Secondary Year 6, Secondary Year 7
code.org	Other	Reception, Primary Year 1, Primary Year 2, Primary Year 3, Primary Year 4, Primary Year 5, Primary Year 6, Secondary Year 1, Secondary Year 2, Secondary Year 3, Secondary Year 4, Secondary Year 5, Secondary Year 6, Secondary Year 7
Bug club	reading scheme (Pearson Oxford University press).	Reception, Primary Year 1, Primary Year 2, Primary Year 3, Primary Year 4, Primary Year 5, Primary Year 6
thinkib	Language	Secondary Year 5, Secondary Year 6, Secondary Year 7
Anton App	Language	Reception, Primary Year 1, Primary Year 2, Primary Year 3, Primary Year 4, Primary Year 5, Primary Year 6
In Thinking	IB resources	Secondary Year 6, Secondary Year 7
White Rose Maths premium Hub	Maths	Primary Year 1, Primary Year 2, Primary Year 3, Primary Year 4, Primary Year 5, Primary Year 6
Floppy's phonics online	Language	Reception, Primary Year 1, Primary Year 2
digimaps for schools	Other	Reception, Primary Year 1, Primary Year 2, Primary Year 3, Primary Year 4, Primary Year 5, Primary Year 6, Secondary Year 1, Secondary Year 2, Secondary Year 3, Secondary Year 4, Secondary Year 5, Secondary Year 6, Secondary Year 7
Rockstars	Maths - timetables	KS2
MyMaths	Maths	Secondary
Google	Google classroom	all school (managed by parents for KS1)