



## Remote Learning Policy 2020/21

*This policy should be read in conjunction with the Staff Code of Conduct, the Staff Handbook, the Home Learning Policy, the Child Protection Policy, the Acceptable Use Agreement – ICT and E Technology.*

### **RATIONALE**

During the unprecedented situation of school closure due to the Covid-19 pandemic, we needed to adapt and evolve our teaching practice in order to provide remote education to best meet the needs of our pupils. When providing remote learning for pupils, it is important to consider designing activities so that they are accessible for pupils and to make suitable provision for those pupils who are unable to access remote learning online. Remote education practice needs to be inclusive, drawing on teachers' existing knowledge of the needs of our pupils, particularly those who are most vulnerable. It is essential that we take into consideration the different circumstances of each family in our community and ensure that remote learning is provided in a supportive, practical and realistic way that does not increase pressure on parents and pupils during an incredibly challenging time.

### **AIMS**

- Ensure consistency in the school's approach to remote learning
- Support staff wellbeing and ensure that workload, including for those working from home, is proportionate and manageable.
- Support pupil wellbeing for those learning remotely, keeping pupils motivated and engaged.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

### **ROLES**

Cheryl Davis – Year 6 remote learning, Maths remote learning support for teachers & remote learning support for KS2 phase.

Anna Harrison – Year 6 remote learning & Geography and History remote learning support for teachers.

Ruth Debney – Year 6 and Catch up groups' remote learning.

Emily Blenkin – Year 5 remote learning.

Daniel Shackleton – Year 4 remote learning & R.E. remote learning support for teachers.

Kirsten Smith – Remote learning for the mixed class, SEND remote learning support for teachers and ensuring that remote learning provision is inclusive and adapted to meet the needs of pupils with SEND.

Rachel Mirfin – Remote learning for the mixed class, PSHE remote learning support for teachers, SEND remote learning support for teachers and ensuring that remote learning provision is inclusive and adapted to meet the needs of pupils with SEND.

Emily Boyes – Year 3 remote learning.

Amy Lackenby – Year 2 remote learning, Science remote learning support for teachers and remote learning support for KS1 phase.

Simone Miller – Year 1 remote learning & PE remote learning support for teachers.

Karen Loseby – Reception remote learning.

Rachel Vasconcelos – Nursery remote learning.

Chloe Green – Computing remote learning support for teachers.

Chloe Davet – Art remote learning support for teachers.

Kelly Reppold – DT and Writing remote learning support for teachers.

Jill Anderson – Reading remote learning support for teach, parental support with remote learning and provision for those unable to access learning online.

### **RESPONSIBILITIES**

When providing remote learning, teachers must be available during their normal working hours unless agreed in advance with the head teacher. If teachers are unable to work for any reason during this time, for example, due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, **teachers** are responsible for:

- **Setting work** for the year groups/classes/pupil groups detailed above. Pupils will receive meaningful and ambitious learning set each day in Reading, Writing, Maths and a Foundation Subject.

|                  | 9.00-9:45   | 9:45-10:30                              | Break | 11.00-12.00  | 12:00-1:15 | 1.15-1.45                    | 1.45-3.00<br>Live sessions  |
|------------------|---|---|-------|--|------------|------------------------------|-----------------------------|
| <b>Monday</b>    | Reading – live session followed by a follow up task<br>OR<br>RWinc live session | Maths- live taught session using Teams. |       | Writing- live taught session on Teams with follow up | Lunch      | Picture News- Teams          | Foundation subject          |
| <b>Tuesday</b>   | Reading – live session followed by a follow up task<br>OR<br>RWinc live session | Maths- live taught session using Teams. |       | Writing- live taught session on Teams with follow up | Lunch      |                              | Foundation subject          |
| <b>Wednesday</b> | Reading – live session followed by a follow up task<br>OR<br>RWinc live session | Maths- live taught session using Teams. |       | Writing- live taught session on Teams with follow up | Lunch      | Jigsaw Class Assembly- Teams | Foundation subject          |
| <b>Thursday</b>  | Reading – live session followed by a follow up task<br>OR<br>RWinc live session | Maths- live taught session using Teams. |       | Writing- live taught session on Teams with follow up | Lunch      |                              | Foundation subject- SCIENCE |
| <b>Friday</b>    | Reading – live session followed by a follow up task<br>OR<br>RWinc live session | Maths- live taught session using Teams. |       | Writing- live taught session on Teams with follow up | Lunch      | Celebration Assembly- Teams  | Foundation subject          |

- **Ensuring the work set follows the school’s curriculum sequence** taken from the annual learning plan for each class. Additional information will be provided from the Head teacher and the Leader for Remote Learning to support this.
- **Planning activities to ensure that there is a clear intent** - long term projects and internet research tasks should be avoided.
- **Taking into account pupils’ age, stage of development and SEND.** Expectations and activities provided should consider the levels of independence for different groups of pupils and pace and difficulty should be adjusted as required. Advice and support for remote learning delivery for those pupils with SEND should be taken from the SENCO (Kirsten Smith/Rachel Mirfin).
- **Providing feedback and checking regularly how well pupils are progressing through the curriculum.** This will be completed via teacher/pupil live sessions on Teams and via Seesaw by ‘liking’ the work and giving a short comment or by sending work back for revision with some written feedback. Voice comments can also be recorded to support with this feedback. Emails can be sent to pupils and parents with additional feedback if necessary.
- **Providing clear, frequent explanations of new content.** This can be delivered by teachers using live or recorded video calls in Teams or through links to appropriate curriculum resources and videos taken from the list of approved resources provided by the Leader for Remote Learning.
- **Communicating with pupils and monitoring their engagement in remote learning.** Communication can take place via comments on Seesaw, emails to pupils/parents, the chat function in Teams or the use of video calls in Teams. Where pupils are not engaging with activities daily, gentle encouragement should be provided by the class teacher and an attempt to ascertain whether there are any barriers that school can support with. If low engagement is persistent, class teachers will need to notify the Leader for Remote Learning who will make contact with the family. Attendance at live sessions will be monitored using a register and engagement with Seesaw will be monitored by the Leader for Remote Learning as administrator.
- **Monitoring progress** with learning using approaches consistent with assessment for learning practices in school. Advice and support should be taken from the appropriate subject leader or the Leader for Remote Learning on how to assess learning remotely.
- **Communicating regularly with teaching staff working in school.**
- **Forwarding** any parental support requests or concerns over pupils who are not able to access learning remotely via email to the Leader for Remote Learning.

In the event that a class or the school is forced to close, **teaching assistants** will be given further information from the Operations Manager and Head teacher on what their roles and responsibilities will be during this period. Teaching assistants must be available to work during their normal working hours. If teaching assistants are unable to work for any reason during this time, for example, due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, **subject leaders (including the SENCO)** are responsible for the following (in addition to their teaching responsibilities):

- Working with teachers teaching their subject or area of responsibility remotely to make sure that work set is appropriate and consistent, providing support where necessary.
- Monitoring the remote work set by teachers in their subject by reviewing work set and holding meetings with teachers.
- Providing support with appropriate methods of assessment in relation to their subject to enable teachers to monitor progress with learning in their class.
- Sharing appropriate resources with teachers that they can use to teach their subject remotely.

When providing remote learning, **middle and senior leaders** are responsible for the following (in addition to their teaching responsibilities):

- Supporting with the co-ordination of the remote learning approach across the school.
- Supporting the Leader for Remote Learning to monitor the effectiveness of remote learning by reviewing work set, holding meetings with teachers and taking feedback from parents.
- Reporting any concerns over the security of remote learning systems, including data protection, to the Head teacher.

When providing remote learning, **the governing body** is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## **OTHER CONSIDERATIONS**

In setting work for remote learning, it is necessary to consider the following:

-Pupil, parent and staff wellbeing must be prioritised and therefore the approach to remote learning must take into account different circumstances and ways of working. Any concerns should be raised with the Head teacher or Leader for Remote Learning.

-Pupil and parent anxiety over workload and responding must be considered and the number of tasks and deadlines set must be realistic.

-Teachers using the Seesaw app should respond and provide feedback as appropriate to tasks completed. Again, this must be done in a manageable way.

-Teachers are not expected to respond to emails or learning sent from parents or pupils outside of normal working hours.

-Any complaints or concerns shared by parents or pupils must be logged on CPOMs and the Leader for Remote Learning notified.

-Any safeguarding concerns should be logged on CPOMs using the procedures already in place and the DSL team notified.

-When delivering any form of live or recorded video, it is essential that teachers are dressed appropriately and the location of the video should be carefully considered (e.g. avoid areas with background noise where possible and ensure there is nothing inappropriate in the background). You **must** also see and speak to an adult before commencing any live calls with pupils.

## **DATA PROTECTION**

### **Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will:

-Follow the Acceptable Use Policy in relation to ICT usage.

-Use the iPad and/or laptop provided to you by the school.

-When working from home, staff must access documents and any personal data through secure online systems I.e. CPOMs and One Drive.

### **Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

### **Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

### **SAFEGUARDING**

When delivering remote learning, staff are aware that this difficult time potentially puts all children at greater risk.

Staff will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in the Child Protection Policy. The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary, they will use personal phones but they will withhold their personal number.

Staff will look out for signs like:

- Not completing assigned work or logging on to school systems.
- No contact from children or families.
- Seeming more withdrawn during any class check-ins or video calls.

### **Online safety**

Where staff are interacting with children online, they will continue to follow our existing code of conduct as set out in the staff handbook and the IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in the Child Protection Policy.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

We will make sure that parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online.
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school.
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides.
- Know where else they can go for support to keep their children safe online.

## **Mental Health**

When delivering remote learning, staff will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed. Any concerns should be logged on CPOMs.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff will be alert to mental health concerns in children who are at home, and act on these immediately, by logging all concerns on CPOMs.

### **MONITORING ARRANGEMENTS**

This policy will be reviewed annually, or more frequently to align with changes in restrictions, by the Leader for Remote Learning. At every review, it will be approved by the Head teacher and the full governing body.