Remote Learning Policy

Girton Glebe Primary School

January 2021

1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a school bubble

- Make clear our expectations of staff with regard to planning, teaching and assessing pupils' work in the event of Remote Learning

- Ensure that remote education is offered as soon as it becomes necessary

- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources

- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning

- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being

- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning

- Ensure that pupils engage in learning they would have completed had they been in school as normal

- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback

- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to

- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources

- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-bycase basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school

- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

3. Resources

Resources to deliver this Remote Education Plan include:

- Weekly Provision Menus linked to long-term curriculum planning. These will contain core and foundation subjects and links to wider online resources
- Daily videos from class teachers to introduce the content of the Provision Menu □ Daily learning resources
- Printed learning packs outside school for any parents/carers unable to print at home □ Weekly class story sessions hosted on Zoom
- Oak Learning Academy content
- Mathletics subscription for all pupils
- Times Table Rock Stars online accounts

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including wellbeing and PE activities alongside topic work and core areas of study
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school via daily emails from class teachers
- Activities will be varied and not solely consist of 'screen time'; for example pupils may be asked to write book reviews or complete written activities set on resources provided by the class teacher
- Teachers will have access to a wide variety of resources to share remotely
- Resources will be quality assured by subject and senior leaders, who will review weekly provision menus and provide feedback to staff on their content
- Staff will have the training they need to provide online learning safely, including guidance from NSPCC and UK Safer Internet Centre
- All pupils will have access to the resources they need to learn. We will ensure this by circulating content via email and for download on the website. Packs will also be made available from the school office on request
- Teachers will communicate the purpose of activities and their success criteria for pupils by email and through the weekly videos which introduce the content of the Provision Menus
- SEND will not be a barrier to accessing the curriculum at home as support plans will reflect the work tailored for pupils at home

- Staff workload will be managed and monitored by the senior leadership team

- Leaders will measure engagement in remote learning by assessing the frequency in which pupils respond and submit work and use this information to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use the assigned resources via the introductory videos and emails accompanying the learning materials

Resources will be shared with pupils and parents via ParentMail and uploaded to the class ClassDojo Story page

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible

Should parents be unable to access online work for any reason, they should contact the school office so that other arrangements can be made

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and age-specific Codes of Conduct. This applies when children are working on computers at home. Pupils and their parents should follow the guidance set within these Codes of Conduct

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely

- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement

- Lead virtual meetings to ensure consistency across the subject

- Monitoring the effectiveness of remote learning

- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning

- Ensuring that resources fully support teachers and pupils

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

When providing remote learning, teachers must be available between 0830 and 1600

Teachers unable to work for any reason during this time should inform the Headteacher immediately so additional plans can be put in to place

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes

- The work set should follow the usual timetable for the class had they been in school, wherever possible o Teachers will set work using the Provision Menu template

- Daily English and mathematics work and one other subject

- Planning and resources will be completed and circulated to parents each Friday for the successive week

- Daily videos will be posted to ClassDojo outlining the activities for the day

    Providing feedback on work:

- Class teachers will be available daily to provide feedback on work from core areas and tasks from other subjects

- Pupils are parents are encouraged to send work to their child's ClassDojo profile (via the Portfolio section) or via a direct message to their class teacher

- Teachers will hold fortnightly 1:1 sessions with parents by appointment via the online virtual meeting platform hosted by School Cloud

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Keeping in touch with pupils who aren't in school and their parents:

- Teachers are expected to make weekly contact via email, or by telephone when appropriate.

- Teachers will host weekly story sessions with their classes via Zoom

- Teachers will hold fortnightly 1:1 sessions to in order to support pupils and parents with remote learning

- If there is a concern around the level of a pupil's engagement, the teacher should refer their concerns to the senior leadership team

- Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking

- Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the senior leadership team

o   Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view

Teachers will respond promptly to requests for support from families at home via email or telephone

o   Any complaints or concerns shared by parents or pupils should be reported to the senior leadership team; for any safeguarding concerns, refer immediately to the DSL or DDSL

Staff who are required to self-isolate are expected to:

o   Follow the normal reporting procedure for planned absence

o   Obtain a test and share the result of it with school so that appropriate plans can be made

o   If unwell themselves, the school will endeavour to cover the class with another staff member although this may not be possible if such a reorganisation compromises the integrity of teams. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual working hours.

If they 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

• Cover in other areas of the school as directed by the Headteacher or SENCO

• Assisting the class teacher with supporting pupils

• Preparing home learning resources

• Undertake remote and/or online CPD training

• Attend virtual meetings with colleagues

• Communicate with parents

• Completion of work that accords with school improvement priorities

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

- Ensuring that pupils with EHCPs continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHCPs and APDRs

- Identifying the level of support required by pupils

Pupils and parents

Staff can expect pupils learning remotely to:

- Share work with class teachers for feedback using Class Dojo

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers or teaching assistants

- Alert teachers if they're not able to complete work or have any concerns about their child's progress and welfare

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine

- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources

- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus

- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered

- Seek help from the school if they need it, communicating with class teachers via Class Dojo or the school office

- Be respectful when making any complaints or concerns known to staff

Governing Body

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

7. GDPR

All processes for remote learning adhere to current GDPR and data protection regulations and our own internal policies. Any data collated through remote learning platforms is processed in line with our policies and procedures. We expect that pupils, parents/careers and staff adhere to the ICT acceptable use agreements and codes of conduct and behave appropriately and respectfully throughout remote learning sessions.

8. Keeping Devices Secure

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

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters

- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device

- Making sure the device locks automatically if left inactive for a period of time

- Not allowing family or friends to use the device

- Storing the device securely to avoid theft

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a Designated Safeguarding Lead. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code

- Location, e.g. avoid noisy areas, nothing inappropriate in the background

- Two members of school staff should be present on virtual sessions involving pupils

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection Policy

- Behaviour policy

- Child protection policy

- Data protection policy and privacy notices

- Online safety acceptable use policy

- Code of Conduct