



Great & Little Shelford CE (A) Primary School

Remote Learning Policy



*We live and work in harmony with love for one another
so we can achieve our potential within a community of life-long learners.*

Date written:	October 2020
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Date details and approaches shared and consulted with Class Teachers:	14 th October 2020
Review:	As required / annually Updated 08.01.21 – following change to DfE guidance on 07.01.21

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of 'Remote Learning' at Great & Little Shelford CE (A) Primary School when educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble. The policy is written in line with the school's vision:

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so we can achieve our potential within a community of life-long learners.*

Rationale;

Due to unprecedented times because of the COVID-19 pandemic, the majority of schools in the UK have had to close and/or reduce numbers within Schools. However, some schools/sections of schools have remained open, and meeting the needs of every student is our main objective at Great & Little Shelford CE (A) Primary School. As a result, of reduced numbers attending school due to staff and pupil shielding, we have introduced remote learning to all our students. This gives every student the opportunity to continue with education during this time.

This policy is produced in consultation with all staff so as to be clear and understood. It is available by request and on the school website.

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 bubble or the school
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- 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-by-case 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 the possible methods below:

- Online tools/school subscriptions for EYFS/KS1 and KS2
- Staff CPD
- Information for parents
- Use of video if deemed appropriate, which may form part of our remote learning, either live or pre-recorded
- Printed learning packs where necessary
- Books and other physical learning materials where necessary

The detailed remote learning planning and resources to deliver this policy can be found on the school website:

<http://www.shelfordschool.org.uk/website/summary/459866>

and on individual class pages:

Subscriptions:

- Purple Mash: <https://www.purplemash.com/sch/great-cb22>
- Rising Stars (Reception & Y1 - links and logons available from class teacher)
- Sum Dog (links and logons available from class teacher)
- Timestables Rock Stars (links and logons available from class teacher)

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 - the full, usual range will be covered
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning, with a cumulative sequence of knowledge and skills planned by Teachers
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'.
- Teachers will have access to a wide variety of resources to share remotely

- Resources will be quality assured by subject and senior leaders.
- Staff will have the training they need to provide online learning safely.
- All pupils will have access to the resources they need to learn. We will ensure this by ensuring all families will have access via email / paper copy where appropriate
- Teachers will communicate the purpose of activities and their success criteria for pupils
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families
- COVID catch-up funding will be used effectively to support great teaching, small group and 1:1 provision and wider areas of support - for example, supporting access to appropriate technology.
- Staff workload will be managed by reviewing our practices and procedures regularly
- Leaders will measure engagement in remote learning by discussion and monitoring of tracking by teaching staff, and use this information to review provision and make changes as necessary.
- The resources provided will match the expectations of a usual school day with respect to coverage, pitch and duration.

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)

Resources will be shared with pupils and parents via email from the class email account

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 class teacher via their child's class email account (or telephone the school office) so that other arrangements can be made.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should remember that the same expectations apply when working at home.

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
- Share practice amongst teachers for consistency - e.g. via staff Teams meetings.
- Monitoring the effectiveness of remote learning, through discussion at online staff meetings

- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

When providing remote learning, teachers must be available between the hours of 9:00am - 4:00pm

Teachers unable to work for any reason during this time should follow the normal school procedures and notify the Headteacher, Mr Grey.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes, providing a minimum of four hours a day on average of remote education:
 - Reading - 30 minutes
 - Spelling Application Practice - 15 minutes
 - Times tables / Mini Numeracy Activity - 15 minutes
 - Literacy - 60 minutes
 - Numeracy - 60 minutes
 - Foundation subject - 60 minutes
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Teachers will set work using the year group class page and year group email
 - Daily English and mathematics work and one other subject
 - Planning and resources will be completed for the week and made available on class pages by each Monday at 9:00am. Additionally, each parent will be emailed to outline that the week's resources are available.
- Providing feedback on work:
 - The frequency with which teachers will provide feedback is as follows: Staff receive one submission per day. Feedback is by email by the end of the following working day.
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers are expected to make regular contact with parents. This is predominantly by email;
 - If there is a concern around the level of a pupil's engagement, the teacher should email to check if the family require any particular support;
 - Teachers should only use their year group email address to communicate with parents and pupils. All parent/carer emails should come through the school office account or the year group email account;
 - Teachers will ensure that their phone number is hidden from view.

- Teachers will respond promptly to requests for support from families at home, by:
 - The use of regular email contact and possible phone / virtual meeting contact. Class Teachers will inform the Headteacher if support beyond the regular emails is required.
 - Teachers will check emails at least once in the morning and once in the afternoon and should respond to all parents within 48 hours. If the matter cannot be resolved within that (links and logons available from class teacher);
 - Any complaints or concerns shared by parents or pupils should be reported to the Headteacher, Mr Grey; for any safeguarding concerns, refer immediately to the DSL, Mr. Cuff.
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the Office Manager may set up a referral to Occupational Health to support that individual
 - Obtain a test and share the result of it with school so that appropriate plans can be made
 - If unwell themselves, teachers will be covered by another staff member. 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 will complete tasks as directed by a member of the Teaching Team. The following tasks/roles are examples and do not constitute an exhaustive list:

- Complete elements of the previously circulated TA Activity Document
- Cover in other areas of the school as directed by teachers, overseen by the Headteacher and SENDCo
- Assisting the class teacher with supporting pupils
- Preparing home learning resources, including Family Learning Menus
- 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 - Mr. Cuff - is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENDCo

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans 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 EHC plans and IHPs
- Identifying the level of support required by pupils

The Office Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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

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 via Rising Stars or other sources.
- 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 by email or by contacting the school office (in the second instance)
- Be respectful when making any complaints or concerns known to staff

Governing Board

The Governing Board is responsible for:

- Working with school leaders in 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. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and

should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

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
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to the Designated Safeguarding Lead, or a Deputy 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. Please follow the guidance that you were given during the annual update training on 4th September 2020.

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

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will make regular contact with identified families once a week (or at an appropriately specified frequency), completing a 'Safe and Well Log' to record conversations.

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. choosing quiet areas with appropriate backgrounds.

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy

- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, video meetings and recorded video