



Coates Primary School



Remote Learning Policy

October 2020

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
- 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 to 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.
- Children who are not able to attend school due to partial or whole school closure.
- Children who are Critically Extremely Vulnerable and are not able to attend school.

3. Resources

Resources to deliver this Remote Education Plan include:

- Online tools: EYFS use Tapestry and the rest of the year groups use Google Classroom to provide a learning platform where parents, pupils and staff can interact.
- Staff CPD focusing on Google Classroom and the expectations of remote learning.
- Information is provided for parents to ensure they are fully aware of the remote education plan via letter.
- Use of video lessons planned within the schools use of the Oak National Academy lessons and also the White Rose lessons.
- Live Zoom sessions planned at least three times a week for all classes.
- Printed learning packs will be provided for all pupils who are unable to access the online lessons.
- Books and other physical learning materials will be sent home as required.

The detailed remote learning planning and resources to deliver this policy can be found here:

- Example timetable:

HOME LEARNING

English home learning is set using the Oak Academy. Within each lesson there are video clips which include taught sessions before each of the activities, and also include spelling and grammar activities throughout the week.

Key stage:

Year Group:

Date:

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Morning activities					
English	Focus: Task:	Focus: Task:	Focus: Task:	Focus: Task:	Focus: Task:
Handwriting					
Word of the Day					
Reading					
Spelling, Punctuation and Grammar	Focus: Task:	Focus: Task:	Focus: Task:	Focus: Task:	Focus: Task:

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject					
	Focus:	Focus:	Focus:	Focus:	Focus:
	Task:	Task:	Task:	Task:	Task:
Essential activities	Bug Club, Hit The Button, spelling of common exception words (I have sent these words separately for you to look at), <u>daily exercise</u>.				

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject					
Flashback 4					
TT Rockstars					
Maths	Focus:	Focus:	Focus:	Focus:	Focus:
	Task:	Task:	Task:	Task:	Task:

- Online links:
 - <https://trockstars.com>
 - <https://www.activelearnprimary.co.uk/login?c=0>
 - <https://www.topmarks.co.uk/maths-games/hit-the-button>
 - <https://www.thenational.academy/>
 - <https://whiterosemaths.com/homelearning/>
- Curriculum resources/maps/plans can be found on our school website including skills progression maps. <https://www.coatesprimaryschool.info/curriculum/>
- Teacher Code of Conduct for phone calls/live video/recorded video is available from the school office.

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 Maths, English, PSHE, Science, RE and Topic.
- 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 wherever possible.
- Activities will be varied and not solely consist of 'screen time'; for example investigations, practical skills, projects etc.
- Teachers will have access to a wide variety of resources to share remotely, such as PIXL resources, Oak National Academy, White Rose, TT Rockstars etc.
- Resources will be quality assured by subject and senior leaders, who will oversee the plans from the staff Google Drive and feedback and support staff where required.
- Staff will have the training they need to provide online learning safely, including PIXL online safety, subject leader training, CP training etc.
- All pupils will have access to the resources they need to learn. We will ensure this by clear communication with parents to determine pupils who do not have access to the internet etc and provide paper copies of learning.
- Teachers will communicate the purpose of activities and their success criteria for pupils, by the tasks set via Google Classroom and Tapestry.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by including within weekly ICT lessons how to use Google Classroom and also by using Google Classroom for all homework tasks Years 1 – 6.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by providing where possible differentiated work and additional resources. Regular contact with pupils with SEND will be completed by the class teacher and/or the SENCO/Pastoral support TA.
- COVID catch-up funding will be used effectively to support the pupils by additional support of the remote learning by school staff and also providing additional resources where required.
- Staff workload will be managed by ensuring the remote learning plan is manageable alongside the staffs existing workload. Staff surveys will be used for staff to express how they are managing their workload and ensure support is provided where identified.
- Leaders will measure engagement in remote learning by the data of pupils completing the tasks set and also pupils surveys and use this information to review provision and make changes as necessary.
- Range of weekly online virtual sessions via Zoom will be completed by all classes to introduce the weekly learning, address questions and misconceptions and finally to celebrate successes.

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 Google Classroom including how to access the tasks and upload photos/work etc via letter and videos on the school website. Additional support will be provided for parents who request this.

Resources will be shared with pupils and parents via Tapestry/Google Classroom and printed packs for identified pupils,

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible using the timetable for a guide of the lessons to complete each day. Additional support such as visual timetables etc has been provided by the school SENCO to support this.

Should parents be unable to access online work for any reason, they should contact Mrs S Baxter so that other arrangements can be made for the work to be printed and collected via the school office.

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 pupils are expected to follow the aspects within the Acceptable Use Policy and any incidents which are reported will be dealt with following the schools behaviour policy

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 year/subject
- Monitoring the effectiveness of remote learning, including by staff/pupils voice and surveys.
- 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

Teachers will be provided with the necessary training on how to use the online platforms and Google Classroom and Tapestry

When providing remote learning, teachers must be available between 9am – 4pm

Teachers unable to work for any reason during this time should contact Mrs L Boucher.

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
 - Teachers will set work using the Google Classroom/Tapestry online platform

- Daily English and mathematics work and at least one other subject will be set for each day alongside additional daily tasks such as TT Rockstars, Bug Club etc
- Planning and resources will be completed by the class teacher and saved to the Google Drive to enable the curriculum leaders to view them before they are made available to pupils and parents
- Providing feedback on work:
 - Reading, writing and mathematics work through Google Classroom
 - Work in other subjects will be commented on where applicable.
 - The frequency with which teachers will provide feedback is set out within our marking policy.
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers are expected to make weekly contact, via emails, Google Classroom/tapestry or phone calls.
 - If there is a concern around the level of a pupil's engagement, the teacher should highlight this with the SLT and make contact with the parent.
 - Teachers should only use their school email address to communicate with parents and pupils. All parent/carer emails should come through the school admin account or via Google Classroom/Tapestry.
 - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 2 working days. 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 SENCO and/or SLT
 - 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, by informing the SLT of the request for support and also providing the support which is possible following school policy. This may include referring the request to the school SENCO or the Family Worker.
 - Any complaints or concerns shared by parents or pupils should be reported to the SLT; for any safeguarding concerns, refer immediately to the DSL Mrs L Boucher
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the school business 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 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 SENCOs
- 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

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 Business 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.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

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, making reference to the model timetable and the resources to support remote learning provided by the SENCO.
- 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 Bug Club
- 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 Google Classroom/Tapestry or by contacting the school office via email or telephone.
- 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. 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 a safeguarding officer. 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 the 4th September 2020

Staff must ensure all communication with parents and pupils is conducted through the school email/Google Classroom/Tapestry 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
- Please see risk assessment for online meetings

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
- Code of Conduct for Phone calls, Video conferencing and recorded video