

Littleport Community Primary School



Remote Education Policy

Ratified by Governing Body: November 2020

Signed:

Chair of Standards Committee

Date: November 2020

Review Date: As required

Littleport Community Primary School

Remote Learning Policy

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 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, broadly aligned to outcomes 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 absent due to a member of the household who is shielding due to extreme clinical vulnerability
- Children and staff 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 being educated remotely due to national lockdown.

3. Resources

Resources to deliver this Remote Education Plan include:

- Online tools/school subscriptions for EYFS/KS1/KS2
- Staff CPD
- Information for parents
- Printed learning packs – if required due to no internet access
- Books and other physical learning materials
- Hardware such as laptops for identified disadvantaged pupils

Detailed remote learning timetables and resources for bubbles will be found on the relevant class page of the school website: <https://www.littleport.cambs.sch.uk/year-group/>

4. Approaches to Learning: Our Principles

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

- Pupils will study a broad range of subjects, including: phonics (EYFS/KS1), reading, writing, mathematics and other subjects in the primary curriculum that are linked to the whole school curriculum plan, where possible.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning, aligned as closely as possible to year group long term plans
- 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'; for example children will be asked to complete written activities or mathematical tasks in a book (where possible). It may be that a session requires children to pause 'screen time' to take part in a directed activity.
- Teachers will have access to a wide variety of resources to share remotely, such as Active Primary Smart files that they would usually use in class; video; assemblies via our school YouTube channel and other resources they think would be useful. We will be using Zoom to pre-record sessions and upload to our private Youtube channel with links on our school website
- Resources will be quality assured by subject and senior leaders, who will lead on CPD and carry out any checks that they deem are necessary to ensure learning is of a consistently high quality
- Staff will have the training they need to provide online learning safely, including: how to adapt plans for online delivery; how to deliver online lessons successfully; how to follow the school Safeguarding policy while delivering home learning; how to give feedback to pupils
- All pupils will have access to the resources they need to learn. We will ensure this by: auditing the pupils across the school in terms of electronic and internet access at home; ensuring those without appropriate electronic devices have access to a laptop; ensure that children have a school book at home that they can record work in; ensure

that any children without internet access have paper-based activities that are as closely aligned to the school curriculum as they can be

- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working. Teachers will prepare the children for this by delivering an online lesson with the children so that children are aware of how online lessons are similar but also how they might be different.
- SEND will not be a barrier to accessing the curriculum at home: the school will work in partnership with families by ensuring communication is open between the class teacher and/or the SENCo who can liaise with the family. The SENCo will then take appropriate steps to ensure that children with SEND can access the appropriate curriculum at home.
- The school may provide live elements to some children. For example, small group intervention work with a TA at a set time weekly.
- Staff workload will be managed by ensuring that the school works as a team and that communication channels are clear. The Deputy will liaise with teaching staff who are delivering online learning and will be the first port of call for support
- Leaders will measure engagement in remote learning by recording attendance at whole class Zoom sessions 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 access our offer of remote learning. Clear communication will be provided to parents on our systems for remote learning. Remote learning timetables that include hyperlinks to videos/online learning will be located on class pages on our website. Any other links, such as Zoom links for class meetings, will be sent out to parents via school email.

We will encourage parents to support their children's work, and to establish a routine based around the school day wherever possible by creating clear expectations as per the daily timetable.

Should parents be unable to access online work for any reason, they should contact the school office so that other arrangements can be made – for example, providing technology such as laptops; 'hotspot' technology so families can access the internet. This may include a paper-based resource which can be delivered to the family home by a member of the SLT, only if all other options are not viable.

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 to adhere to the guidelines already communicated to parents and children regarding accessing online Zoom meetings

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 by quality assuring pre-recorded session and providing feedback, dropping in on any work sharing sessions with the whole class, as well as providing an evaluating questionnaire for parents at the end of the cycle.
- 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 Zoom, the school YouTube channel and the school website.

When providing remote learning, teachers must be available between 8.30 am and 3.15 pm if home-based. This also includes a 3.30 to 4.00 'check-in' slot on Mondays and Wednesdays.

Teachers unable to work for any reason during this time should contact their phase leader in the first instance and the school office (if the office is operational)

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes and/or year groups
 - The work set should include 3 main lessons a day – one maths; one English and another area of the curriculum. In addition there will daily activities such as independent reading, spelling and multiplication/number facts work
 - Teachers will set work using Zoom and the school YouTube channel with links available from the school website
 - Planning and resources will be completed by the end of the previous school day and links uploaded to the school website by 4.00 pm
 - Work from the previous week will be left on the webpages so that families have some flexibility in how they manage their time.
- Providing feedback on work:
 - In the case of a bubble closing, reading, writing and mathematics work will be recorded in work books and will be reviewed when children return to school.
 - In the case of a national lockdown, it may be that children will need to use resources at home. If families have any issues with resources, the school will support. For example, by putting together learning packs of stationary and work books.

- Any common misconceptions can be shared at the class Zoom calls and examples worked through together
- It may be appropriate for TAs to then hold smaller Zoom calls with specific misconceptions in order to work through examples together.
- Work in other subjects can be shared at a whole class Zoom session for verbal feedback
- Keeping in touch with pupils who aren't in school and their parents:
 - If a bubble closes, Teachers are expected to hold a daily class Zoom call. Those without internet access can be contacted on a weekly basis via telephone, ensuring that staff dial out using 141 on any personal device
 - If there is a national lockdown and school is only open to children of critical workers and vulnerable children, Teachers are expected to class Zoom call check-ins on Mondays and Wednesdays for small groups of children. On Friday there is a whole class check in session at 2.30 until 2.50 for all children.
 - If there is a concern around the level of a pupil's engagement, the teacher should contact the Safeguarding team. Weekly registers must be completed and given into the Deputy Head on a Friday after school. Staff will then be asked to carry out 'Safe and Well Checks' during a designated slot with children identified by the Safe Guarding Team and feedback outcomes by Thursday morning.
 - Teachers should only communicate with parents via email using the school office. All parent/carers emails should come through the school office account
 - Teachers should 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 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
 - Any complaints or concerns shared by parents or pupils should be reported to the phase leader in the first instance; for any safeguarding concerns, contact the Safeguarding team via MyConcern
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the school office manager may set up a referral to Occupational Health to support that individual
 - Obtain a test, if they are displaying symptoms, 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 Finance 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 via the daily class Zoom meetings

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable on the class webpage
- 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 <https://home.oxfordowl.co.uk/books/free-ebooks/>
- 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 emailing 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. 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 September 4th 2020

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

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct
- End User License Agreements