Remote Learning Policy and Plan

Colwich CE Primary School

St. Andrew's CE Primary School

St. Peter's CE Primary School

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1.0	MAT Board	19.10.2020	Autumn Board of Directors Meeting 19.10.2020

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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school

- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection

- Ensure pupils unable to attend school remain fully included within the school community.

- Continue to ensure that every child receives the best education the school can provide them

- Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

2. Roles and responsibilities

2.1 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.2 Designated safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning Please refer to Child Protection and Safeguarding Policy.

2.3 Teachers

When providing remote learning, teachers are responsible for:

- Setting work. It is the expectation that staff will provide online lessons and class catch ups, either videoed or taught through Microsoft Teams etc. (see annex 1)

- Providing feedback on work

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

- Attending virtual meetings with staff, parents and pupils.

    If they're 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.

2.4 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours. If they're 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning (inc virtual teaching – commensurate with grade)
- Attending virtual meetings with teachers, parents and pupils
- Covering key worker groups in school in case of whole school closure.

2.5 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- 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

2.6 Pupils and parents

Staff can expect **pupils** learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Behaviour according to school rules during online sessions
- Use TEAMS/Office 365 for school work only, including the chat function.

Staff can expect **parents** with children learning remotely to:

- Engage with remote learning and ensure their child completes the work set
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Monitor their children's online behaviours and ensure safe use of technology

2.7 Local Academy Committees

Local Academy Committees are responsible for:

- Monitoring each 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

3. Data protection

3.1 Accessing personal data

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

- Access data securely through school server (Office 365)
- Will use devices provided to them through work rather than their own personal devices

3.2 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.

3.3 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 (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted (Bit Locker) – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

4. Safeguarding

In addition to that already stated in the 'Child Protection and safeguarding policy 2020' https://www.mid-trentmat.co.uk/wp-content/uploads/2020/10/Safeguarding-Policy-2020.pdf the following applies during periods of remote learning.

4.1 Practical Issues

Whilst remote learning:
- Staff must use their school device for producing online lessons and for live lessons as this is monitored for their own safety.
- Staff must not share video-based tasks which include children learning with persons outside of the school community.
- Staff must only use school equipment to contact pupils or parents directly by phone for pastoral reasons. If staff have to use personal mobile phones to make calls to families, they should block their number beforehand and inform DSL/DDSLs.
- The school will endeavor to stay connected with families with poor home Wi-Fi, particularly in respect of the most vulnerable pupils, through regular pastoral monitoring and check-ins.
- Children will only join Microsoft TEAMS meetings when invited by a known member of school staff.

4.2 Communications and Support

- Staff, pupils and parents will be informed of all changes and expectations in remote teaching and learning through the usual channels of communication: email, Class Dojo, weekly newsletter and school website.
- Pupils may contact staff using their school email account only. Personal email accounts **must not be used**. If a pupil contacts a member of staff using their personal email account, the member of staff will not reply but start a new email chain using the pupil's school email account and gently remind the pupil it is this way for safeguarding.
- Pupils will have regular contact with their class teacher and other key adults so that their views can be listened to and any safeguarding concerns can be detected swiftly. This may be through school email accounts or online platforms. In some instances, this may be over the phone.

- Staff and pupils can contact each other using TEAMS but all communication must be school related and relevant to learning.

- Inappropriate language and off-task conversations will be dealt with, like they would in the classroom.

- The school will survey pupils, parents and staff to collate views on remote teaching and learning to ensure we provide an on-going excellent service.

4.3 Teaching

- Behavioural expectations need to be made clear by staff at the beginning of each remote teaching/conferencing session. Staff should emphasise that remote teaching apps are for lessons only and not for any other contact eg: sharing photos or general messaging.

- Staff must establish a serious and professional manner when teaching online. Staff must maintain a professional tone throughout sessions.

- The default for meetings/lessons is to have the camera function switched on for organisers and participants unless a specific need is suggested.

- If staff are remote teaching using video, this must take place in suitable surroundings i.e. a living room, dining room or study/home office.

- If staff use video teaching methods, the background in video streaming/conference calls/recordings must be neutral and appropriate - avoid personal items on display.

- All staff and pupils must be suitably dressed during remote teaching and learning sessions. This may be more casual than regular school business attire but it still needs to be modest and appropriate.

- All remote teaching and learning sessions should take place in normal school hours.

- Staff must check the suitability of any online source that they recommend (e.g. have they watched full videos, or just the start?/Is the resource age-appropriate? Is it GDPR compliant).

4.4 Recording of Lesson Content

- Pupils/parents are NOT permitted to record anything school-related or record the content of a teacher's lesson.

- Pupils/parents are not permitted to share ANY school-related recordings (video or audio) whether made personally or uploaded by teaching staff.

- Staff are permitted to record online lessons with pupils (once consent from parents has been given) for the purpose of enabling access to learning after the lesson. Recorded lessons must only be stored on each school's SharePoint/One Drive.

5. Links with other policies

This policy is linked to our:

- Behaviour policy

- Safeguarding and Child protection policy and coronavirus addendum to our child protection policy

- Data protection policy and privacy notices

- ICT and internet acceptable use policy

- Online safety policy

KEY PRINCIPALS:

- Continuity – must follow the in-school LTPs cannot be a mish-mash of 'nice' activities and resources.
- Able to move to and from remote learning quickly.
- Needs to have elements which are teacher led (The teaching quality is more important than the method of delivery).
- Needs to be offered in a range of formats so no child is disadvantaged.
- Needs clear, consistent timetable – set in advance to support families in managing time and available devices.
- High quality feedback is of vital importance.
- Appropriate to age and stage, for example short bursts and online play for Reception learners, quick precision teaching activities for SEN learners.

GOVERNMENT EXPECTATIONS

The below is taken from: Expectations for Remote Education outlined in Guidance for full opening: Schools (updated Sept 2020)

- We expect schools to have the capacity to offer immediate remote education
- Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

COLWICH PRIMARY REMOTE TEACHING SCENARIOES

The main platforms to be used if there is a whole school closure or part school closure are Microsoft TEAMs and Class Dojo.

Whole-School Remote

If school is closed, teachers will provide remote learning and TAs will staff the key worker bubbles (subject to government advice). TAs will also retain responsibility for their designated SEND learners and provide remote learning in line with their Personal Learning Plan targets (eg. Daily precision teaching/ small intervention groups with clearly-defined, achievable targets). In key worker groups learners will be expected to complete the home-learning set for their class.

Individual Bubbles Remote

If individual bubbles are closed the teacher will assume responsibility for the class's remote learning. TAs will also retain responsibility for their designated SEND learners and provide home-education in line with their Personal Learning Plan targets (eg. Daily precision teaching/ small intervention groups with clearly-defined, achievable targets).

Individual Learners Remote

If individuals are isolating teachers will send work home each day linked to what has been done in class, the previous day for parents to access and work through with their child. There will be contact at least once a week between the child and a TA/Teacher.

REMOTE TEACHING PLAN

Remote teaching has taken into account the views of the parents therefore:

- It should not rely on printed documents
- It should be motivating
- It should include live interaction with staff
- There should be a schedule

At the point of being sent home, children will be given a work book to record work in. Activities should not rely on worksheets having to be downloaded.

Teachers will post a daily video that explains key areas of learning for the day. Videos will be based on voiced over powerpoints/flip charts and will contain teaching content, questions and answers (differentiated) as well as advice and tips.

As well as a daily video there will be live talk time with the class teacher. This may include a catch up or activities such as a quiz, bingo etc. In KS1 this will take place every morning. In KS2 each child will receive a live whole class session once a week and 2 smaller groups sessions during the week.

- ***Daily Reading -*** Reading (books issued at point of lockdown) Children are expected to carry on with own reading books daily – children can access Bug Club on line to access the school reading scheme
There will be a daily text on the video content, voiced over by the teacher. This will be accompanied by comprehension questions. For Key stage 1 there will also be a daily phonics lesson (potentially accessing the DfE Phonics videos if these are appropriate against the LTP). Some children will be expected to continue with Lexia.

- *Daily Maths* - Expectation to complete TT Rock Stars and IXL but could do the quick fire TT questions as part of a live warm-up or your daily catch up. Utilise TEAMs to share Maths resources and videos. Maths videos will use modelling tools to explain new learning, anticipate sticking points and leave learners to complete independent task (3 levels of challenge for learners to self-select differentiation). Work could be self assessed and shared with staff on TEAMs.

- *Daily English* - Follows LTP as if learners were in school. This will be offered as part of the pre-recorded video lesson. Children could potentially could work towards a writing outcome at the end of each week. Writing could be recorded using O365 and emailed/ shared on TEAMS for teacher for feedback at the end of the week. Work could be photographed and shared. Online forms/ quizzes could be used to give immediate feedback for GPS.

- *Topic –* creative topic web of self-selection activities shared every on Mondays for learners to pick and choose learning activities to complete.

ACTIONS

- Add specific section regarding remote learning to the school's AUP.
- Provide explanation materials on the use of TEAMS for parents and pupils
- Review online safety policy

Reference Documents:

- https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

- https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education

- Colwich Home Education parent survey