Ellistown community Primary School

Remote Learning Policy and Protocols

Date of Review: January 2021

Date of Next Review: January 2022 (or as required)

Signed Headteacher:

Remote Learning Policy

Introduction

In the event of a class or school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (off site) and online learning. Extensive remote learning would apply particularly in a situation in which the school or a class is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Aims

Our aim is 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 safeguarding
- Provide remote learning within 24 hours of a positive COVID 19 test result

It is our intention that our remote learning offer matches our in-school learning offer. Consequently, where teachers have to provide remote learning, it is expected that teachers will follow their normal planning so that pupils, whether at home or in school, do similar work and follow the planned curriculum progression. However, we recognise that there may be situations where it is not possible to deliver the planned curriculum and a more flexible approach may be required to suit the needs of our families (as well as the needs of our teachers' families, e.g. when looking after their own children who are isolating), or to provide learning opportunities in an emergency situation, such as a high level of staff illness. We will therefore continue to signpost pupils and parents to online resources and some planning may be 'stand-alone' so that we can respond to a range of scenarios.

Research indicates that schools should not try to re-create a classroom environment online because although this might keep pupils 'busy' it does not translate to effective teaching practice. Thus, there is no expectation that lessons will be live streamed. Rather we should provide plenty of opportunities and working methods for pupils to break up online aspects of learning with offline activities and assignments (Daisy Christodoulou, Doug Lemov).

Roles and Responsibilities

1. Teachers

When providing remote learning, in the event of a whole bubble or whole school closure, class teachers will be available between 8:30am and 3.30pm. However, in order to facilitate looking after their own children at home and taking regular screen breaks, some teachers may choose to take a break during this time and to instead be available after 3:30pm. In the same way that parents and carers have expressed that they would like us to be flexible with deadlines etc to facilitate balancing remote learning and work, we will afford the teachers the same courtesy.

If a teacher is unable to work for any reason during this time, for example due to sickness or caring for an ill dependent, this shall be reported using the normal absence procedure to the Headteacher who shall take responsibility for ensuring that there is work set for the class.

When providing remote learning, **teachers** are responsible for:

- **Setting work**
  - The remote learning week will include a daily live Teams 'keeping in touch' session.
    The sorts of activities that might take place in a live Teams session are:
    Going over work that has been taught identifying misconceptions and providing class feedback
    Celebrating excellent work, reinforcing expectations and encouraging children to aim high with their own work
    Sharing a PSHE activity with the class, perhaps a game.
    Encouraging the children to show and tell, or discuss any worries or concerns they have
    Sharing a story or encourage a class member to share a story.

  - Should it not be possible to send work electronically (e.g. teacher has issues with their Internet), a message will be sent and parents/pupils will be signposted elsewhere for work.

  - Work set <u>may</u> include teaching videos or voice recordings for lessons using appropriate software alongside high quality curriculum resources and videos found on-line, e.g. White Rose Maths and Oak Academy.

  - Work set must be sequenced and high quality, reflecting the learning that would normally be being taught in school for that year group at that time. It also needs to meet the needs of the children in the class including greater support or structure where appropriate. New learning must be taught to build on previously learnt skills and knowledge as well as teaching concepts that fill gaps that need addressing. It is important that the tasks set include a range of activities to complete.

  - Learning tasks are uploaded to Seesaw and Tapestry (Kandinsky only) daily and no later than 9am

  - Communicating with the pastoral team to ensure paper packs are posted out to those pupils who have limited access to devices. It is the parents' responsibility to let the school know if paper copies are required.

  - There is no expectation on either the teacher or pupil to use a camera during live Teams sessions.

  - Learning content should, where possible, reflect the normal class timetable of lessons, although this is not always possible.If a teacher is unwell, the task of providing work will be assigned to the Headteacher. Should the Headteacher also be unwell, it will be the responsibility of the AHT.

- **Providing feedback on work**
  - Teachers will access the children's learning through Seesaw and Tapestry

  - All work submitted will be acknowledged by the class teacher or a teaching assistant. Feedback will be given using Seesaw, Tapestry or at the daily Teams meeting if it is whole class feedback. Each child will receive one piece of detailed feedback each day.
  - During the process of giving feedback, teachers should be assessing pupils' understanding and identifying how they are progressing against the curriculum objectives for their year group;

  - If a teacher is unwell, the task of providing feedback will be assigned to the Headteacher. Should the Headteacher also be unwell, it will be the responsibility of the assistant headteacher.

- **Keeping in touch with pupils who aren't in school, and their parents**
  - Regular contact must be made with pupils who are not attending school through their self-isolation because of contact with COVID 19 or as the result of a whole school lockdown. This contact may be through MS Teams, through posting work completed or a telephone call to parents if contact has not been made.

  - Class teachers will monitor the children's attendance and engagement with remote learning, and feedback any concerns to the Headteacher and pastoral team. If colleagues have particular concerns about a pupil who is not engaging or communicating, phone contact must be instigated. This should be done by the head teacher, a member of the pastoral team or the class teacher and logged in Cpoms. A DSL should be alerted immediately if there are any safeguarding concerns

  - Parents will continue to be able to contact teachers through the school's office email address. Or through Seesaw/ Tapestry for work related correspondence. Teachers are expected to reply within working hours only.

  - Any complaints raised by parents or children should initially be dealt with by the class teacher. If the teacher is unable to resolve the complaint or if the complaint is about the teacher, the school complaints policy and procedure should be followed.

  - Any safeguarding concerns raised by pupils, parents, teachers or support staff should be dealt with using the same procedure as would be followed if pupils were in school (please see the Covid19 safeguarding appendices)

  - If teachers have any concerns regarding a pupil's behaviour, they should speak to the pupil and their parents if necessary. If that doesn't solve the issue, then this should be passed on to the Headteacher.

2. Support Staff

When assisting with remote learning, support staff must be available between their normal working hours.

If support staff are unable to work for any reason during this time, for example due to sickness or caring for an ill dependent, they should report this using the normal absence procedure to the Headteacher.

When assisting with remote learning, **support staff** who are not in school may support remote learning by:

- o supporting the learning of specific children who are experiencing difficulties, including those with SEND;
- o Helping to prepare printed packs for those pupils who have limited access to devices to complete remote learning or work better on paper
- o Taking part in daily MS Teams class meetings
- o Posting messages and comments on Seesaw or Tapestry
- o Keeping in daily contact with assigned 1:1 children.

In the event of a whole school lockdown teaching assistants will take responsibility for supporting key worker and vulnerable children in school. The children in school will access the same learning as the children at home and will be supervised not taught by the teaching assistants.

Teaching assistants will not be required to mark or set work and teachers will ensure that the teaching assistants assigned to their class are fully prepped and feel supported. Teachers will be required to come into school to support their teaching assistant when needed.

3. Senior Leaders

Alongside any normal responsibilities, **senior leaders** are responsible for:

- **Monitoring the effectiveness of remote learning**
  - o This will be done through meetings, where previous remote learning set will be discussed.
  - o Feedback given by pupils and parents will also be taken into account in these discussions.

- **Monitoring the security of remote learning systems, including safeguarding considerations**
  - o Following safeguarding guidelines and policy

4. Designated Safeguarding Lead

The **DSL** is responsible for:
- Dealing with any safeguarding concerns that have been escalated by a member of staff.
- Supporting staff and contacting parents where applicable.
- Ensuring that outside agencies are contacted and used effectively to support when needed.
- Liaising with external support mechanisms.

5.   SENDco

- The SENDco is responsible for keeping in touch with children and their families on the SEN register whilst they are isolating or during a lockdown
- Completing risk assessments for any children with EHCP's or in receipt of Top Up funding who have chosen not to send their child to school.
- Sharing and agreeing risk assessments with children with EHCP's/ Top Up funding

- Sharing useful resources with parents, which might support all children at home, but in particular children on the SEN register.
- Supporting teachers in providing suitable work with students

6. Pupils

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 during the school week it is set
- Seek help if they need it, from teachers or support staff;
- Alert teachers if they are not able to complete work;
- Follow the school's 'Acceptable Use Policy for Primary Pupils'.

7. Parents

Staff can expect **parents** with children learning remotely to:
- Make the school aware if their child is sick or otherwise can't complete work;
- Seek help from the school if they need it – staff should point parents towards any useful resources/links if they are struggling;
- Be respectful when making any complaints or concerns known to staff;
- Support their child to use remote learning safely by following the school's 'Acceptable Use Policy for Primary Pupils';
- Monitor the children's use of the internet and social media.

8. Governing Board

The **governing board** is responsible for:
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible (Remote learning updates will be given at FGB meetings throughout the year as necessary);
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Data protection

1. Accessing personal data

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

> Only use school laptops and ipads to access any personal information on pupils.

> Only use school e-mails or Office 365 to communicate or share personal or sensitive information on pupils using encrypted messaging;

> Secure data can be stored on MS Teams through Office 365.

2. Processing personal data

Staff members may need to collect and/or share personal data such as e-mail 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. 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 – 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;

> Installing antivirus and anti-spyware software;

> Keeping operating systems up to date – always install the latest updates.

Safeguarding

Please refer to our Child Protection/Safeguarding Policy including our Covid -19 Addendum. These can be found on the school website and hard copies are available in the office.

Monitoring arrangements
This policy will be reviewed annually or as required, for instance due to changes in Government policy.

Remote Learning Protocols

Summary of DfE Guidance on Remote Education

- Remote education, where needed, is **high quality and aligns as closely as possible with in-school provision**: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Develop remote education so that it is **integrated into school curriculum planning**: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are **given the support they need to master the curriculum and so make good progress**.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect **schools to have the capacity to offer immediate remote education**.
- 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
    - Select the online tools that will be **consistently used** across the school in order to allow **interaction, assessment and feedback**
    - 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.
    - Set assignments so **that pupils have meaningful and ambitious work each day** in a number of different subjects
    - Provide **frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/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**
    - Plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including **daily contact with teachers.**
    - **Avoid an over-reliance on long-term projects or internet research activities.**

Protocols when using MS Teams live

- Pupils are encouraged to raise their hands if they want to say something.
- Staff will arrange Teams meetings from school or an appropriate space at home during a period of bubble solation. When a meeting takes place from a staff member's home then the background must be blurred or be a blank wall.
- Pupils meeting should ideally take place in a family space in their house with their door open.
- Pupils should use the mute button to help the teacher/ member of staff and others speak.
- Parents are encouraged to be in the vicinity of the meeting.
- Pupils should be dressed appropriately
- Pupils must not say anything that is unkind to anyone.

Tips for successful VIDEO CALLS

1 Be on time. Log in to Teams before the start time and wait to be called by your teacher.

2 Mute your mic, as soon as you enter the call. Keep it muted if you're not speaking.

3 Use the chat or the "raise hand" button to share ideas.

4 Wait for your teacher to call on you or to unmute your mic.

5 Stay engaged. Nod or use thumbs up to show you're listening.

6 Be Kind. If you wouldn't say it in the classroom don't say it in the chat.

Remote Learning Plan (Updated Jan 2021)

Teachers may use a blend of synchronous, asynchronous or semi-synchronous learning to deliver remote learning:

Synchronous - 'Live' online interaction between the teacher and pupils, a short assessment activity, a story etc

Asynchronous – The lesson is pre-recorded for pupils to watch or engage with at a set time or another time convenient to the child or family. Teachers may deliver instruction by recording and narrating screen-casts, film or power points, creating videos of themselves teaching or curating video lessons from trusted internet sites. Pupils will complete work independently offline.

Semi-synchronous- Following a period of teaching – see above, pupils work independently but the teacher monitors children's engagement, intervening or answer questions where appropriate – feeding back etc

Scenario	Action	Responsibility
School is fully open.	Teaching and learning will continue as normal following the normal curriculum planning and progression. Pupils will have opportunities to develop their skills and knowledge to use remote learning technology and strategies within the curriculum, thus encouraging independent engagement and becoming familiar with digital teaching resources (e,g. pupils practising using Teams and accessing remote learning sites and video content such as White Rose Maths, Oak Academy and TTRS). Children and families to be familiarised with the online learning platforms – Seesaw and Tapestry (Kandinsky)	Leaders and class teachers
A pupil or group of pupils have to self-isolate. Rest of class being taught in school by class teacher.	Teachers will adapt their weekly/ daily planning and send homework via Seesaw or Tapestry – paper packs to be provided if necessary Seesaw and Tapestry will be used as a form of communication. Depending on the capacity of teaching staff, pupils <u>may</u> be invited to participate in sessions via Microsoft Teams for class gathering.	Class teacher
A teacher has to self-isolate but is not ill. Class bubble remain in school.	Teachers will continue to work using weekly planning at home and send in daily planning and lessons. Classes may be covered by a TA or SLT TAs/ School Leaders will prepare learning resources to be used in the classroom, as sent through by the teacher Teachers <u>may</u> use Microsoft Teams to introduce lessons, set assignments, provide direct instruction or for modelling. They may also use Teams to 'check in' with their class during the period of isolation.	Class teacher TA School leaders

Bubble closure. Pupils and staff at home. *(These actions could also be used in the event of a **full school closure** and limited staff due to illness)*	Teachers and pupils will use a blended remote learning approach using our online learning systems and programs. Learning will be posted on Seesaw or Tapestry (Kandinsky) Teachers will use a blend of synchronous, asynchronous or semi-synchronous learning as outlined above. If requested, learning packs will be sent home by our pastoral team To provide a flexible approach useful resources and websites will be posted including: White Rose Maths, TT Rock Stars, Spelling Shed, LBQ and Oak National Academy etc. Teachers (who are self-isolating) will manage their class's learning from home UNLESS they become ill. At which point a member of SLT will take over.	Class teacher Support staff
Bubble closed and teacher ill.	Where there is capacity, the headteacher will take responsibility for posting learning resources and distributing learning packs (as detailed above). Where this is not possible, a flexible approach to learning will be adopted, utilising useful resources and websites which are detailed on Seesaw and Tapestry. Pupils and parents will be signposted to appropriate resources.	Senior leaders Support staff
Lockdown with key-worker and vulnerable children attending school and rest of the school learning remotely from home.	Teachers will continue to work using the planned curriculum and progression. Work will be posted daily on either Seesaw or Tapestry (Kandinsky) and there will be a daily live Teams meeting. Teachers may use a blend of synchronous, asynchronous or semi-synchronous learning as outlined above. Teaching assistants will be paid as cover supervisors to supervise children in school, with the support of the class teacher. To provide a flexible approach useful resources and websites will be used e.g.: White Rose Maths, TT Rock Stars, Spelling Shed and the Oak National Academy etc.	Class teachers
Full school closure – staff available for remote learning.	Teachers will continue to work using the planned curriculum and progression. A blended approach will be used and learning will be posted on Seesaw and Tapestry (Kandinsky) Teachers may use a blend of synchronous, asynchronous or semi-synchronous learning as outlined above. To provide a flexible approach useful resources and websites will be posted including: White Rose Maths, TT Rock Stars, Spelling Shed and the Oak National Academy etc.	Class teachers

Acceptable Use Policy for Primary Pupils

ZIP IT
Keep your personal stuff private and think about what you say and do online.

BLOCK IT
Block people who send nasty messages and don't open unknown links and attachments.

FLAG IT
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

To keep me safe whenever I use the internet or email, I promise…

- to keep my username and password private and not to use anyone else's
- to keep all personal information private
- to block unknown links and attachments by not opening anything that I do not trust
- to report any messages or internet pages that are unsuitable or upsetting
- to tell someone I trust if someone asks to meet me offline

This is how we stay safe when we use computers:

I will ask a teacher or suitable adult if I want to use the computer

I will only use activities that a teacher or suitable adult has told or allowed me to use.

I will take care of the computer and other equipment

I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong.

I will tell a teacher or suitable adult if I see something that upsets me on the screen.

If I break these rules…

- I understand that I might not be allowed to use a computer.

I have read and understand this policy and agree to follow it.

Name of pupil _____

Signed _____   Date _____

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- to report any messages or internet pages that are unsuitable or upsetting
- to tell someone I trust if someone asks to meet me offline

When using computer equipment…

- I understand that my behaviour will be checked
- I will not play games unless I have permission
- I will not open, copy, delete or change anyone else's files, without their permission
- I will be polite and think carefully about how I talk to others online and what I say about them
- I will not take, copy or send pictures of anyone without their permission
- I will not try to upload, download or open any files, programs or websites which are unsuitable or illegal
- I will not try to get around the filtering or security systems
- I will not install any programs nor change the settings
- I will not use chat and social networking sites unless I have permission from an adult
- I will not copy other people's work and pretend it is my own
- I will not try to download pirate copies of music, videos, games or other software
- I will check that information I use from the internet is from a trusted website

If I break these rules…

- I understand that the school's behaviour guidelines will be followed

I have read and understand this policy and agree to follow it.

Name of pupil _____

Signed _____   Date _____