

St Mary's CE Primary Remote Learning Policy



Reviewed September 2020

Presented to Governors:

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school’s approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

What we have already done

As a school, we have in line with DfE guidance:

1. Continued to support our children’s learning through daily contact (where necessary)
2. Provided planned activities and resources via hard copies and the school website
3. Reached out on social media to share and celebrate some wonderful examples of home learning and to maintain the ‘togetherness’ of our school community
4. Provided bespoke resources to SEND children and had regular, supportive phone calls with their families
5. Recognised the outstanding effort made by our families in supporting their children through such a difficult time

What we will do

We realise that children and families may be affected in a number of ways should they need to self-isolate or if there is a whole school closure. This could include for example lack of access to technology or parents having to work at home whilst trying to support their child’s learning. We know from our very close communication with our families during the initial lockdown period (March 2020) that they have appreciated the level of support and contact that our staff has been able to provide and this will continue and be adapted as appropriate.

As detailed above, school has provided remote education, in line with DfE guidance and will continue to follow relevant guidance as we move forward including DfE expectations around contingency plans for remote education. This will take into account pupils age and stage of development and/or special educational needs. DfE expectations include:

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

When teaching pupils remotely the DfE expects schools again taking into account pupils age and stage of development and/or special educational needs to:

- set assignments (task/activities)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 practiced in each subject
- 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
- 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

Mr Owen will take the lead in this remote learning.

As the nature and length of any further absence from school is difficult to predict, we have initially set out our support in three planned phases:

Phase 1

When children are sent home at short notice because a sibling / family member is displaying symptoms, If possible children will be sent home with some work they would have been expected to complete in class. If this is not feasible on the day, it may be picked up on the next day by a person who is not self-isolating. Weekly homework will be posted onto Microsoft Teams.

Phase 2

During any short-term closure of a bubble shut down, we will provide the following:

1. 1:1 email support from 8:55am to 3pm, every school day
2. Daily planned activities available.
3. Clearly defined timetable for the day (see below)
4. On line support through Microsoft Teams 3 x a day
5. Virtual online lessons using video conferencing software

SEND – The class teacher and TA will provide 1:1 contact and bespoke resources to support learning for our SEND children (in any of the above phases)

Here is a timetable for suggested learning

| Time | Activity | Who |
|---------------|---|--|
| 9.30 am | Join an online teaching session with class teacher and TA | Class teacher Class TA All children |
| 10 – 12 am | Complete work set by teacher and send into school electronically | All children |
| 12 – 12.15 pm | Log onto join teacher if you are struggling with completing any work set. | Class teacher Class TA children who need further help / clarification |
| 1 – 2pm | Finish of pieces of work. Catch up on Reading and Spellings | All children |
| 2.30 pm | Join online session with teacher who will take and give feedback of day's learning. | All children |

2. Roles and responsibilities

- Senior leaders
Develop the strategy and ensure that children, parents and staff are supported. New technologies and old are merged and that all the children have access to an equality of provision.
- Computing lead
Ensure that staff are upskilled to be able to deliver remote lessons.
- SENCOs
Work with the class teachers and the children on the SEN register and support in the identification and support of parents and children with SEN needs.

2.1 Teachers

Teachers must be available between their normal working hours where practicable. 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. Teachers are responsible for:

- Setting work – cover details like:
 - For their class.
 - Create and organise a class pack of work for the children
 - To set WEEKLY My Maths
 - To update the class page on the school website and support Online learning such as, Bug Club, and other online resources
 - To coordinate with other classes so that the workload is shared and the work set is consistent.
 - To provide all work needed should their bubble go into lockdown
- Providing feedback on work –
 - To view work and comment on work sent through emails and on Microsoft Teams
 - To hold daily sessions of feedback with class on Microsoft Teams
- Keeping in touch with pupils and parents – cover details like:
 - To use class calls on Teams daily
 - To manage workload set quiet hours between 3.30pm and 9.30am
 - To manage low level concerns but to escalate complaints through the normal complaints procedure – for any safeguarding concerns, see below
 - To identify families that are struggling and refer to the Senior leadership team and or Family Support Worker
- Attending virtual meetings with staff
 - The school is developing Microsoft Teams - this will develop
 - Attend Virtual staff meetings in line with normal staff meeting time
- Support the school in line with the Emergency provision for Key worker and Vulnerable children and other groups

2.2 Teaching assistants

Teaching assistants must be available between 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. Teaching assistants are responsible for:

- Supporting pupils with learning remotely and creating class packs
- Attending virtual meetings with teachers and helping assess work submitted
- Support the school in line with the Emergency provision for Key worker and Vulnerable children and other groups

2.3 Subject leads

Develop their subject knowledge whilst off site.

Attend training for themselves and other staff

Review the Curriculum areas

Alongside their teaching responsibilities, as outlined above, 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 to make sure work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the 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

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

Addendum for the child protection policy and safeguarding considerations of Online and distance learning

2.6 Pupils and parents

Staff can expect pupils to:

- Be contactable during the required times – although consider they may not always be in front of a device the entire time
- 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
- Attend class meetings on Teams

Staff can expect parents 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

2.7 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
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to SENCO / DHT / HT / FSW
- Issues with IT – Halton IT
- Issues with their own workload or wellbeing – DHT /HT
- Concerns about data protection – talk to the data protection officer RT & AJ
- Concerns about safeguarding – talk to the DSL (See Safeguarding Policy)

4. Data protection

4.1 Sharing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

5. Safeguarding

Safeguarding Policy and addendum to the Safeguarding Policy during COVID found on the school website

6. Monitoring arrangements

This policy will be reviewed every 3 months by the Headteacher At every review, it will be approved by the Standards Committee

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- 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