

Newnham Croft 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 for members of the school community with regards to delivering high quality 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.

3. Resources

Resources to deliver this Remote Education Plan include (add details):

- Tapestry for Reception classes
- G suite for Education and Google classroom
- Information for parents on how to access and use G suite
- Zoom or Google Meets for remote teacher/class interaction

- PDF learning packs, Abacas exercise books and other resources
- Books and other physical learning materials taken home by the children

The detailed remote learning planning and resources to deliver this policy can be found on the G suite for the school and will contain:

- Model timetable and structure for remote learning
- Any downloadable, printable resources
- Links to any online resources
- Curriculum resources/maps/plans including for subjects other than English and mathematics
- Teacher Code of Conduct for phone calls/live video/recorded video

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 across the full National Curriculum
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access learning which mirrors that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'
- Teachers will have access to a wide variety of resources to share remotely
- Resources will be quality assured by subject and senior leaders, who will monitor the range of work offered
- All staff will have the training they need to provide online learning safely and efficiently
- All pupils will have access to the resources they need to learn. We will ensure this by providing everything via Google classroom
- Teachers will communicate the purpose of activities and their success criteria for pupils
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families through regular liaison
- COVID catch-up funding will be used effectively to ensure that support is provided for all who need it
- Staff workload will be managed by providing staff with some dedicated time to deliver remote learning should this be in addition to their class teaching commitment

- Leaders will measure engagement in remote learning by gaining feedback from staff, parents and pupils at regular intervals and use this information to review provision and make changes as necessary.
- Senior leaders will carry out 'safe and well' checks on pupils who are not engaging in remote provision.

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 G suite and Google classroom to access materials.

Resources will be shared with pupils and parents via G suite and Google classroom.

We will encourage parents to support their children's work, and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the headteacher so that other arrangements can be made such as work being delivered to their homes.

A Remote Learning book will be sent home for families who prefer to have a book to work in rather than print off sheets of paper. This may be accompanied by a remote learning pack for certain year groups with resources to assist parents in home learning.

All children will be informed of the '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 online activity is monitored by school staff.

6. Roles and responsibilities

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- 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
- 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
- Conducting 'safe and well' checks
- 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 G suite and Google classroom.

When providing remote learning for their whole class, teachers must be available between school hours to support remote learning.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their class
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Teachers will set work using the G suite online platform
 - Daily English and mathematics work and at least one other subject
- Providing feedback on work:
 - Reading, writing and mathematics work
 - Work in other subjects where feedback is appropriate
 - The frequency with which school staff will provide feedback is at least once a week per subject and more often more regularly than that.
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers are expected to make twice daily contact, via emails, phone calls or Zoom/Google Meets
 - If there is a concern around the level of a pupil's engagement, the teacher should discuss this with parents and report this to the senior leaders
 - 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
 - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 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
 - 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
 - Any complaints or concerns shared by parents or pupils should be reported to senior leaders; for any safeguarding concerns, refer immediately to the DSL
 - Where the support is with regard to digital equipment available, staff will contact senior leaders who will be able to lend laptops/ipads to enable digitally disadvantaged families to engage in remote provision
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the headteacher 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
- If they are well enough to conduct their role through remote provision they will do so.

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
- 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 where necessary
- Respond to work posted by children
- 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

- 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
- 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
- Supporting SEND pupils through timetabled Zoom sessions.

The Headteacher

- Ensuring value for money when arranging the procurement of equipment or technology
- Managing the loan agreements for school equipment loaned out for remote learners
- Carrying out remote Zoom assemblies to support pupils
- 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
- Setting up any technology loaned out for remote learning
- 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 year group timetable
- 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 supplied by the school
- 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 email or by contacting 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 DSL or DDSL. 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 4th September 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:

- Conduct and professional language
- Location, e.g. avoid noisy areas, ensure nothing inappropriate is in the background

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding & Child protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety and acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video.