Remote Learning Policy

Priory Primary School

This Remote Learning Policy applies when:

- A pupil (and their siblings) is absent from school because they are awaiting test results and the household is required to self-isolate. The remainder of the pupils' school bubble are attending school and being taught as normal

- A pupil's school bubble is not permitted to attend because they, or another member of their bubble, have tested positive for Covid-19

The Policy includes protocols for when a class teacher needs to self-isolate due to a positive Covid-19 test result in their household.

The Policy will not apply if pupils or class teacher are absent from school, suffering with symptoms of Covid-19 or any other illness.

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1. Aims

This remote learning policy aims to:

> Ensure the ethos of Priory Primary School's teaching, learning and pastoral care remains at the heart of what we do, even when remote learning is required

> Ensure consistency in the approach and quality of remote learning for all pupils who aren't in school

> Provide clear expectations for all members of the school community with regards to remote learning

> Support effective communication between school and families

> Provide appropriate guidelines for data protection

2. Curriculum Content and Delivery Tools

2.1 Curriculum – as appropriate to each year group's expectations

> Early Years Foundation Stage Curriculum (Nursery & Reception): families will be provided with largely experiential activities and supported with practical resources where required

> Mathematics: pupils will continue to use the school's Maths Mastery approach with a focus on consolidating and maintaining fluency skills

> Mental Maths: pupils have a TT Rockstars login which can be monitored by the class teacher

> Phonics: pupils will continue to follow the Letters and Sounds programme

> Spelling, Grammar and Punctuation: older pupils will be set activities based on their CGP homework books

> Reading: we will enable pupils to borrow and swap reading books from the school; reading comprehension tasks will be provided periodically as per normal classroom practice

> Writing: resources such as paper and pencils will be provided by the school; in addition to English subject learning, writing tasks will also continue to be linked to topic learning in other subjects (eg PSHE, science, history, geography, RE)

> Creative Curriculum: the class teacher will aim to continue the topic theme wherever possible, including suggesting experiential learning that a family might be able to do in self-isolation, but there will inevitably be learning that cannot be undertaken in this way

> PE: pupils will be supported to maintain a physically active lifestyle with tasks that can be completed inside, or in secure outdoor spaces

2.2 Tools to deliver remote learning

IT Resources

> **SeeSaw App** – the school has both the Parent App for notices and parent communication, and the Class App for posting the learning tasks, where pupils can interact and complete work / upload photographs and comments about completed tasks, and where the class teacher can provide feedback

> **Google Classroom** – older pupils in school will be provided with remote learning via Google Classroom

Learning Resources

> **Resources available online** – SeeSaw, MathsNoProblem, BBC Bitesize, Oak National Academy, Espresso, TT Rockstars, Phonics Play, GetSet4PE

> **Printed Learning Packs**

> **CGP workbooks**

> **Reading books**

> **Work materials** such as paper, pencils, coloured pencils, etc.

> **Phone calls home** to support engagement in learning, if necessary

The following will only be used when a whole class bubble is remote learning:

> **Recorded Video** – story reading, setting tasks / instructions, learning input

> **Class Meetings**

> **Doorstep Visits** to support engagement in learning, if necessary

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.00pm.

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 providing remote learning, teachers are responsible for:

> Setting work:

- o Regular learning activities that continue the learning sequence of the curriculum plan
- o A mathematics, English and at least one other subject task will be provided each day
- o The class teacher has the discretion to set / release tasks at a pace that will best motivate and engage pupils, taking care not to overwhelm families
- o Work will be uploaded onto the appropriate platform

> Providing feedback on work:

- o Provide feedback, rather than 'marking'
- o Where a small number of individual pupils are accessing remote learning, individual feedback should be provided
- o When a larger group or whole bubble are remote learning, feedback should be provided during the online Class Meeting

> Keeping in touch with pupils who aren't in school:

- o Ensure that there is contact and engagement from every pupil and be proactive in finding an alternative method of communication if a pupil has not accessed their learning at least 2 days in the first week of the 10 / 14-day closure
- o Respond to parent queries within 24 hours unless this would require contact after work hours, in which case the following morning is perfectly acceptable
- o Report any safeguarding concerns as detailed in the Child Protection Policy Covid-19 Addendum
- o Maintain and communicate high expectations of positive learning behaviour
- o Provide at least one 'live' online whole class meeting in each of the two weeks' closure

> Teaching while self-isolating (i.e. if self-isolating due to a positive Covid-19 case in their household)

- o Unless the class teacher is ill, they will provide planning and activities to be delivered in school as per the normal timetable
- o Plans and activities must be provided in advance such that the covering member of staff has time to prepare during normal working hours
- o Learning in the classroom will normally be delivered by an HLTA or class TA

3.2 Teaching Assistants (including HLTAs)

TAs and HLTAs will assist with remote learning when

> individual pupils are absent

> the class bubble, including the staff team, is not attending as part of a 10 -14 day bubble closure

> a class teacher is self-isolating

The Teaching Assistants should:

> Be available during their normal contract hours
> Complete tasks as directed by the class teacher or a member of SLT which may include
>> o   supporting pupils with their remote learning
>> o   delivering learning activities in class under the direction of the Class Teacher
> Those whose role it is to support a pupil 1:1 may be required to do so through remote technology, and in the case of the whole class bubble not attending school, will be provided with the resources to do so securely from home

If the Teaching Assistant is 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.

3.3 Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning across the school, including monitoring pupil / family engagement
> Identifying pupils for additional support from the Learning Recovery Teacher
> Monitoring the effectiveness of remote learning – through regular discussion with teachers, reviewing work set or seeking feedback from pupils and parents
> Monitoring the security of remote learning systems, including data protection and safeguarding considerations
> Ensuring that the school has adequate insurance to cover all remote working arrangements

3.4 Designated Safeguarding Lead

The DSLs (*Mrs Juliet Fraser and Mrs Paula Wakeling*) are responsible for maintaining a safe environment for pupils and responding to all safeguarding concerns. See the school's Child Protection Policy and Covid-19 Addendum for details.

3.5 SENDCo

The SENDCo *(Miss Natasha Wilde)* will ensure that the resources used for remote learning are accessible to all pupils and that reasonable adjustments are made where required.

> Monitoring the provision for pupils with an EHCP and support Class Teachers / 1:1 Teaching assistants to provide continuity of support and care
> Reviewing the Risk Assessment and return to school plans, to account for particular vulnerabilities that SEND pupils might encounter in the transitions between school-based and remote learning
> Continue to liaise with outside agencies in support of pupils with SEND

3.6 IT Technicians

IT technicians (*Partnership Education*) are responsible for:

> Fixing issues with systems used to set and collect work
> Helping staff and parents with any technical issues they're experiencing
> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (*Mrs Charmian Roberts*)
> Assisting pupils and parents with accessing the internet or devices

3.7 Pupils and Parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although they may not always have access to a device

> Complete work to the deadline set by teachers

> Seek help if they need it, from their class teacher

> Alert teachers if they're not able to complete work

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, allowing 1 working day for a response from the class teacher if the whole class bubble is working remotely, and 1-2 working days if the class teacher is still teaching their class in school

> Be respectful when raising concerns with school staff

3.8 Governing board

The governing board is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education and pastoral care 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

4. Who to contact

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

> Issues in setting work – Paula Wakeling and Natasha Wilde

> Issues with behaviour – Richard Ashley and Juliet Fraser

> Issues with IT – raise with Paula Wakeling for Partnership Education's attention

> Issues with their own workload – Paula Wakeling / Juliet Fraser

> Issues with their own well-being – Mental Health First Aiders: Natasha Wilde, Chloe Morgan, Damelza Theodoridis

> Concerns about data protection – Charmian Roberts

> Concerns about safeguarding – Juliet Fraser / Paula Wakeling

5. Data protection

5.1 Accessing and Processing Personal Data

When accessing personal data for remote learning purposes, all staff members are covered by the parental agreement to share information via SeeSaw and should use this platform in all but exceptional circumstances.

Only devices provided by the school will be used for this purpose other than in the exceptional circumstance that a Class Teacher or Senior Leader needs to use a personal mobile phone, in which case they will:

> Use the privacy settings to hide their personal number from a caller ID feature

> Immediately delete any incoming / outgoing call or message records to pupils and families

Even when using school devices, staff are reminded to collect and/or share as little personal data as possible online.

5.2 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 securely at school or at home, and not left in other buildings or in vehicles at any time, no matter the level of security

> 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)

> Making sure the device locks if left inactive for a period of time

> Not sharing the device among family or friends

> Ensuring the antivirus software installed by Partnership Education is apparent and active

6. Safeguarding

This policy should be read in conjunction with the school's Child Protection Policy Covid-19 Addendum

7. Monitoring arrangements

This policy will be reviewed annually and approved by School Development and Policies Committee of the Governing Board.

8. Links with other policies

This policy is linked to our:

> Child Protection Policy and Covid-19 Addendum

> Behaviour policy

> Data protection policy and privacy notices

> eSafety and Acceptable Use Policy

> Staff Code of Conduct

This Policy has been reviewed and adopted by School Development and Policies Committee of the Governing Body On:		
Date:	**14th October 2020**	
Signed:		**(Chair of Committee)**