

Remote Learning Policy

Caslon Primary Community School

November 2020

Approved by:	Governing Board	Date: 4 th November
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Last reviewed on:	03.11.2020
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Next review due by:	01.09.2021
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The Coronavirus Act 2020 provision of Remote Education (England)

Temporary Continuity Direction

- Schools have a legal duty to provide remote education for school-age children unable to attend school due to coronavirus(COVID-19)
- Where a class, group or individual pupil need top self-isolate, or there are local restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.
- The direction was issued by the Secretary of State for Education on 30 September 2020 and came into force on 22 October 2020.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school due to coronavirus.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

Roles and responsibilities

Headteacher and Senior leaders:

- Inform staff of pupils who are self-isolating immediately so that contact can be made by class teachers and remote work provided.
- Facilitate the use of consistent online resources across the school: Google Classroom, Seesaw, Education City, Bug Club, Times Table Rockstars, Purple Mash, etc.
- Ensure staff are trained in the use of remote learning applications.

Class teachers:

- Plan a programme of remote learning that is of equivalent length to the core teaching pupils would receive in school.
- Provide high quality and well sequenced resources.
- Provide thorough explanations/modelling to support pupils to access remote learning and understand new concepts.
- Liaison with parents/families to support them in delivering remote learning.
- To work with teaching assistants, SENCO and subject leaders to ensure the best remote provision.
- Provide meaningful feedback for pupil work as though the pupil were present in school.
- Set tasks which require work to be returned to the teacher as these have a greater return rate.
- Provide positive encouragement and rewards for work submitted.
- Apply all of the above in an age-appropriate manner.

Pastoral leads (SLT/Learning mentor)

- To check-in on self-isolating pupil with a focus on their well-being twice during period of absence.

SENCOs

- Provide support and advice for teachers in meeting the specific needs of pupils with SEND.

Teachers

When providing remote learning, teachers must be available between 8:30am and 3:15pm.

If you are unable to work due to sickness or caring for sick dependants, please follow absence procedure.

It is not intended that remote education should be an additional duty. Through efficient use of technology, particularly 'Google Classroom' to prepare for teaching pupils who are both in and out of the school, remote education can be provided alongside usual classroom provision.

Teachers may make effective use of a range of digital resources including; Education City, Times Table Rockstars, Purple Mash, Oak National Academy, White Rose Maths, Twinkl etc. Please be aware that activities from these sources as stand-alone will do not provide pupils with a replication of the classroom.

"The Education Endowment Fund has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- *Ensuring pupils receive clear explanations*
- *Support growth in confidence with new material through scaffolded practice*
- *Application of new knowledge or skills*
- *Enable pupils to receive feedback on how to progress."*

Adapting Teaching Practice for Remote Education. Gov.UK, Published 21 May 2020.

When providing remote learning, teachers are responsible for:

-Setting work:

- Provide work for the pupils in their own class who are self-isolating due to coronavirus. (This is not for pupils off sick for other reasons nor for pupils in quarantine following a holiday abroad.)
- Daily instruction and work should be provided for;
 - English (writing)
 - Maths
 - Spellings
 - Reading
 - Science
- Work should be set by 8:30am at the very latest on the day of self-isolation.
- Work set should have clear instructions and explanations, making use of online videos/websites or teacher may make their own short videos if preferred.
- Work should be set in manageable 'chunks' with progression considered and extension for those more able pupils.
- Work should be returned by parents and uploaded to Google Classroom/Class Dojo Portfolios daily. (Instructions on how to do this will be provided for parents.)
- Provide adequate differentiation to meet the needs of pupils across the cohort.
- Tailoring activities to meet the needs of all pupils with particular attention to SEND and vulnerable pupils.

- Lessons for remote learning should be created as 'assignments' on Google Classroom and assigned to the relevant pupils for completion with a deadline.
- Where younger cohorts do not have home use Chromebooks, teachers may use Class Dojo to post teaching activities which may be more practical and age-appropriate. Evidence of completion should still be expected from parents.
- *There is no requirement for teachers to lead 'live' learning but if staff feel confident and able to do so, they could do provide instruction/demonstration providing it is delivered through a 'google meet' or Microsoft TEAMS meeting. Consult with DSLs beforehand.*
- Providing feedback on work:
 - Access completed work from pupils through Google Classroom or Class Dojo Portfolios.
 - Through both of these applications, feedback should be given as comments.
 - Rewards can also be given on Class Dojo for work submitted.
- Keeping in touch with pupils who aren't in school and their parents:
 - Contact can be maintained through personal messaging on Class Dojo through the self-isolation period.
 - Pupils will also receive contact through written feedback when work is submitted.
 - Teaching Assistants will have direct contact once a week with self-isolating pupils through a reading focused google meeting. This will also provide a pastoral check-in opportunity.
 - Any concerns and issues raised by parents should be reported via CPOMs in the usual manner.
 - *If a staff member feels confident to hold a google meet with small groups or their whole class, that may be done BUT for safeguarding reasons, parents must be informed of the time and an adult MUST be present in the room at home alongside their child for the duration of the 'meet'. Consult with DSLs beforehand.*
 - Where pupils do not submit work, please continue to encourage and praise efforts and inform HT as soon as it becomes an issue.
- Attending virtual/live lessons/meetings with staff, parents and pupils(this will need to be done either via google meet or TEAMS, no other platform):
 - If holding a 'live' or 'virtual' lesson/meeting, it would be preferable that cameras are turned off with audio left on.
 - You may want prefer to 'mute' pupils and ask them to communicate through the 'chat' facility to answer questions.
 - The pupil should have an adult in the room with them at all times during the 'live'/'meeting'. Where this is not possible, do not expect them to 'join'.
 - Avoid areas with background noise.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8:30 and 3:15 with the exception of those who are paid for hours outside of these, who may be expected to be available for additional 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 with SEND who aren't in school with learning remotely by:
 - Setting up supporting programmes which can support SEND pupils e.g. Education City

- Providing additional resources to support parents with learning support and SALT targets.
- Liaising with CTs to provide feedback and next steps.
- Mark any tasks under teacher direct where answers are right or wrong.
- Set up a google meet with each pupil to hear individual readers. (A parent must be present in the room)

Subject Leaders

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.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away - from each other.
- Alerting teachers to resources they can use to teach their subject remotely.

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 -
 - senior leaders will analyse content provided on Google Classroom weekly,
 - conduct check-ins with parents, teachers
 - reviewing work set
 - take into consideration feedback from pupils and parents
- Monitoring the remote work set by teachers in their subject through access to google classroom, Seesaw and portfolios.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- 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, devices and/or apps.

Learning Mentor staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.

Pupils and parents

Staff 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 to the deadline set by teachers.

- Upload work by 'turning it in' on google classroom OR by adding an attachment to the assignment (see guide sheet)
- Seek help and advice from teacher or TA if they need it through Class Dojo from teachers
- Alert teachers if they're not able to complete work

Staff expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Make every effort to support their child in accessing and completing all of their daily remote learning activities
- Seek help from the school if they need it.
- Be respectful when communicating with school staff through messages.

Governing Body

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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Who to contact

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

- › Issues in use of Google Classroom/Seesaw/Class Dojo- talk to DC or CW
- › Issues in setting work - talk to the relevant subject leader or SENCO
- › Issues with behaviour - talk to the TW
- › Issues with IT - talk to GH
- › Issues with their own workload or wellbeing - talk to LHG
- › Concerns about data protection - talk to LHG
- › Concerns about safeguarding - talk to the TW/LHG/CW/RH

DATA PROTECTION

Accessing personal data

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

- Access school-based systems through use of secure school laptop or iPad only.

Staff members may need to collect and/or share personal data as part of the remote learning system and as part of the school's official functions.

However, staff are reminded to collect and/or share as little personal data as possible online.

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 use of one drive and schools shared drive system.
- › 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

- See Child protection policy and coronavirus addendum.

Designated safeguarding lead

The DSL is responsible for:

- Caslon's 2020 Child Protection Policy and coronavirus addendum.

Links with other policies

This policy is linked to our:

- › Behaviour Policy and Coronavirus Behaviour Policy Addendum (17.07.20)
- › Child protection policy and coronavirus addendum to our child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy
- › Coronavirus medical policy addendum
- › Staff guide - how to make a home learning video on youtube.
- › Supporting your mental health while working from home.
- › Working from Home Policy

Government Publications consulted:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

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

Full Coronavirus Act 2020 Provision of Remote Education Temporary Direction :

<https://www.thegazette.co.uk/notice/3642261>

<https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>