



Remote Learning Policy

Richard Durning's Endowed
Primary School

Approved by:	Full Governors	Date: 23/9/20
Last reviewed on:	22/1/21	
Next review due by:	September 2022	

1. Aims

This remote learning policy for staff aims 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 data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:30am and 4:30pm for full time workers. Part-time workers 30 minutes before their teaching time and an hour after the end of their usual teaching time.

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
 - The teachers are responsible for providing work for all the usual subjects they teach.
 - If a teacher in school is unable to work, all teachers and TA's will be expected to help by providing work for the subjects they lead. One of the teachers will be appointed to be the main class teacher and will coordinate the work set by the subject leaders. If more than one teacher is unable to work the classes which are affected will be given a reduced set of work covering the main skills needed and blocks of work.
 - English, maths and physical activity (Phonics for EYFS and KS1) will be provided daily
 - All other subjects will be set either once a week or set as blocks so that the usual coverage occurs.
 - All work will be set using the school online Learning Platform – Showbie. Teachers may set work on this platform linking to other websites: Purplemash, Learning by Questions, Rockstars etc
 - All work needs to be set by 3pm the day before
 - If the school is closed for more than a week all teachers will be expected to attend a staff meeting via Zoom where we will share ideas, support, ensure there is consistency between classes and good progression.
 - Staff will keep in contact with the children by preparing stories, poems, assemblies etc. these will be recorded and sent to all children via the school website.
 - Staff will sen Zoom lessons for their class at least once per week. All children will be invited to attend weekly Zoom Assemblies and weekly Zoom PE lessons.
- › Providing feedback on work:
 - Staff will provide feedback for children via marking on Showbie or Purplemash
 - Parents and children will be shown how to complete work including accessing feedback before school closure.
 - Feedback will be expected to be given to children as soon as possible after handing in and especially before 48 hours.
- › Keeping in touch with pupils who aren't in school and their parents:
 - All children will be expected to access Showbie daily from Monday to Friday

- If a teacher doesn't hear from each child by the end of the week the teacher will contact the family via telephone before 12pm on a Friday.
 - Class email boxes will be accessed daily by the class teacher between their set hours of working. Responses to parents and children are expected as soon as possible and definitely within 24 hours of working time.
 - Any safeguarding concerns should be alerted to the DSL by the end of the same day. This will be either via CPoms alert or via phone call depending upon the urgency.
 - All staff should inform the headteacher of any complaints or concerns shared by parents
 - If children fail to complete work the teacher must contact the family and offer help towards ensuring the education isn't disadvantaged. Parents are expected to support their child's learning as much as reasonably is possible.
- Attending virtual meetings with staff, parents and pupils:
- Dress code - staff are expected to wear appropriate smart clothes
 - Locations - avoid areas with background noise, nothing inappropriate in the background)
- **Part lockdown / remote learning**
- If a child or groups of children are being educated at home but their teacher is still teaching in school then they will receive literacy, including guided reading, spellings/phonics and maths daily. They will receive some of the foundations subjects. This will all be linked to the work set in class by the teacher. The child / group will access the work via Showbie and will receive feedback via Showbie. There may be a delay with feedback according to how much the teacher is teaching in school. The class TA will also help with feedback and marking.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9:00am and 3:30pm for full time TA's. Part time TA's will be expected to work their set hours each week but these may be shared across the week.

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 who aren't in school with learning remotely
 - Teachers will provide information on which children they should support and how
- Attending virtual meetings with teachers, parents and pupils
 - Dress code – dress appropriately
 - Locations - avoid areas with background noise, nothing inappropriate in the background

2.3 Subject leads

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
- Monitoring the remote 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 remotely

2.4 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 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:

- › Ensuring all aspects of the Safeguarding Policy are adhered to
- › Monitoring communication from each family to their child's teacher
- › Being in contact with any families where the teacher has indicated a concern
- › See the Covid 19 Amendments to the Child Protection Policy

2.6 Computing Leads

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
- › 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

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although 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

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
- › Be respectful when making any complaints or concerns known to staff

2.8 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
- › Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Data protection

3.1 Accessing personal data

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

- › Access the data, such as on a secure cloud service via their school email or on School Online Learning Platforms
- › All staff have access to CPOMS to record any parental contact or concerns about children, this is accessed via a secure password. Staff must ensure they log out after use. Do not allow access to the site to any third party.

3.2 Processing personal data

Staff members may need to collect and/or share personal data such as email 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.

3.3 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)
- › 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

4. Safeguarding

If any child in years 5 or 6 wish to email their teacher from their own personal email address they must complete the parental request form before the teacher can use their email.

All other year groups can only access the teacher via their parent's email address and parents are expected to monitor and check this.

Please see the following for updates concerning safeguarding in relation to home learning:

- Covid 19 amendments to the Child Protection :Policy
- Zoom Code of Conduct

5. 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
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy

- › Zoom Code of Conduct

6. Summary of work set for home learning

- › Full school closure:
 - All children will receive the full curriculum set daily via Showbie Online Learning Platform
 - › Bubble (class) of children and teacher school closure
 - Bubble of children will receive the full curriculum set daily via Showbie Online Learning Platform
 - › Group of children unable to attend school due to Covid but are well. Teacher in school with the rest of the bubble:
 - The group will receive work set via Showbie linked to the lessons occurring in school. This will be the core subjects and some of the foundation subjects. There may be a slight delay due to the teacher being in class all day.
 - › Single child unable to attend due to quarantining
 - The child will receive work set via Showbie linked to the lessons occurring in school. This will be the core subjects and some of the foundation subjects. There may be a slight delay due to the teacher being in class all day.
 - › Child off school due to Covid and are unwell
 - No work will be set for the child
 - › Teacher off school due to Covid and unwell
 - TA's and subject leaders will plan and set work for the other children unable to attend school
- ✓ The class timetable for Remote Learning is available on the School Website so parents can see what learning their child will receive on a weekly basis.
- ✓ The work set for children in Key Stage 2 should be for approximately 4 hours per day
- ✓ The work set for Key Stage 1 should be approximately 3 hours per day

7. Content and tools to deliver this Remote Education Plan

- Showbie Online Learning Platform
- Purplemash
- Reading Eggs
- LBQ - Learning By Questions
- Oak Academy where appropriate
- Printed home packs where applicable
- Phone calls home
- Emails to parents
- Use of Recorded Video and Voice Messages via Showbie
- Use of Zoom lessons and assemblies – following Zoom Code of Conduct

- Use of BBC Bitesize where appropriate
- Physical materials such as reading books, writing books
- Downloadable printed documents where appropriate though most will be able to be accessed online without printing
- Web links
- Rockstars / Numbots

8. Home and School Partnership

Richard Durning's Endowed Primary School is committed to working in close partnership with families and recognizes each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

During the Autumn Term we spent time teaching parents and children how to access Showbie Online Learning Platform so that they felt confident in case of need to use it on a daily basis. Teachers continually offer support to families where needed. On our website under Remote Learning tab there is additional information to help support parents with our online learning tools.

Where possible, it would be beneficial for children to maintain a regular and familiar routine.

We would encourage our parents to support their children's work by finding them an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration but also to take into account the child's age and appropriate lengths of concentration.

Every effort will be made by staff to ensure that work is set promptly. We do our best to endeavor that work is set and unlocked so parents and children can access it the night before to help plan their day. Work should all be unlocked by 6pm the night before.

We expect our parents to help ensure their child is safe online and we promote various support through newsletters, website, curriculum learning and e.safety policy.

In order to help maintain positive Healthy Mind, Healthy Body we hope parents will work with us to ensure their child accesses physical activity daily. (Aiming for the recommended 60mins – though some is better than none, if they can't manage 60 minutes) We support parents and children with this by offering a wealth of physical activities each week via Showbie.

We are here to support our families and our parents are able to contact us either at school via telephone or email to the Headteacher or Class Teacher emails if they have any worries, concerns, need advice or help.

If children are unable to access their own digital or online learning at home then school will support individual families in a variety of ways so that no children are disadvantaged. We are able to loan laptops to those who need it; we have free data cards available and we will offer printed materials.

9. Engagement and Feedback

All work will be marked via Showbie Online Learning Platform. Children are encouraged to start the new day by first looking at the feedback and marking from the previous day. Staff are able to add voice notes, text, marking in order to provide the best feedback for children. Children are able to give direct feedback to their teachers also via the same methods. Children are encouraged to let their teacher know on a daily basis how they have found the work using the Daily Overview folder. This is also the best way if the children have a question during the day.

Pupils will receive feedback on their work on a daily basis.

10. Additional Support for pupils with particular needs

We offer support in a variety of ways:

- ✓ School interventions to be sent home as small daily achievable tasks with parental training and support
- ✓ 1:1 Zoom lessons
- ✓ Individual or group phonic lessons and activities
- ✓ Regular contact with school and home to support and explain the most important daily aspects of learning
- ✓ Workbooks
- ✓ Phone calls
- ✓ Technology support

We know that our younger children in school might not be as confident accessing technology and that their learning is best through play and practical activities. Work set for these children reflects this.