



Pupil Remote Learning Policy

Remote Learning Policy

1. Rationale

At St Marys CE Primary School our core values are:

Our Christian values of justice, love, endurance, forgiveness, dignity and thankfulness are at the root of our curriculum; central to all we do. Safe in the knowledge of God's love and from the dignity afforded to all as His precious children, it is possible to take risks; to find out for ourselves and find our place in His world, learning from our mistakes and working together to make a difference as stewards of His creation.

We aim, within our small school, to develop thoughtful individuals, confident and resilient children of all ages who understand the positive contribution which they can make to the world and their status as God's precious children.

Our belief in the inherent worth of each individual as a child of God is therefore at the root of our commitment to the continued provision of high- quality education even in unusual circumstances.

This policy is therefore to ensure the ongoing education of St. Mary's pupils under these atypical circumstances. We are committed to providing continuity of education for our whole school family and we will do this through a blended learning approach to best fit the needs of our pupils and staff.

This policy will future-proof against long term closures that could happen at any time: due to school closure from illness epidemic, power-loss, etc. but does not apply in the event of a short-term closure or pupil absence. It also covers the ongoing education of pupils who cannot be in school during exceptional circumstances (e.g. following an infectious disease outbreak) but are able to continue with their education when the school remains fully open. The wider associated issues of online safety, safeguarding and data protection will also be considered.

There is no obligation for the school to provide education for those pupils absent from school without the school's permission (e.g. on holiday during term time or those who are removed from school as a 'precaution' in a manner which goes against government guidelines).

2. Aims

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

3. Roles and responsibilities

Teachers:

Teachers will be available online between the hours of 8:45 and 3:30 pm to respond directly to questions and issues. Feedback may be posted online outside these hours in accordance with their normal work habits. There is no expectation that teachers respond to parents after 5pm or at the

weekend. Staff who are unable to work during these hours will report this to the head teacher as early as possible and before 7:30 on the relevant morning.

They will:

- Ensure that at all times pupils' safety online remains paramount and that pupils are reminded of what is safe and appropriate behaviour online
- set a range of tasks 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 upon, with clear explanation of what is intended to be learnt or practised.
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- provide feedback which mirrors as closely as possible the quality provided in school, including areas for development and next steps. All work will be acknowledged with some level of feedback.
- Adapt content where necessary in response to assessment findings for either the whole bubble or groups/ individuals
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers either virtually through Teams chat or through phone calls (on speaker phone and with adult present).
- Be aware of the need for balance in types of learning; an appreciation of the difficulties of the difficulties associated with lots of printing and lengthy PowerPoints and inclusion of reminders to take regular screen breaks.
- Refer complaints and concerns to the Head teacher as appropriate, including any safeguarding concerns. In her absence, refer safeguarding concerns to Mrs. Bee.
- Follow up any behavioural concerns, including failure to complete work with a telephone conversation with the parent to establish how the child can be best supported in his/ her learning.
- Attend virtual staff meetings and meetings with parents wearing appropriate clothing, with screen positioned to show a neutral/ professional background.

Tasks as outlined below will be uploaded onto Teams and Class Dojo (KS2), Class Dojo (KS1 and Foundation stage) as soon as practical and no later than 8:30 a.m. for that day.

Staff will aim to provide (weekly):

Foundation Stage 1: (Mrs. Coleman's children)	3x phonics sessions 2x number sessions Daily themed challenge
Foundation Stage 2; (Mrs Bee's children)	Daily phonics session Daily reading session Daily number/ shape/ measure activity Themed weekly activities
KS1 (Mrs Sambrook's children)	Daily phonics Daily reading Daily <u>Maths</u> Daily English Foundation subject focus tasks for 4 days, including RE
Year 3 and 4 (<u>Miss Wright's</u> children)	Daily phonics Daily reading Daily <u>Maths</u> Times tables (TT Rock stars) Daily English including Spelling and Grammar Daily foundation subject focus time, including RE
Year 5 and 6 (<u>Miss Davey's</u> children)	Daily phonics Daily reading Daily <u>Maths</u> Times tables (TT Rock stars) Daily English including Spelling and Grammar Daily foundation subject focus time, including RE

The most appropriate person to provide and monitor home learning is the child's class teacher. However, there may be circumstances when this is not possible:

Where a child is asked to isolate and is well enough to continue learning:	Activities as outlined above will be provided by the class teacher. Oak National Academy, BBC Bitesize and White Rose premium (maths) videos used where appropriate. Daily contact will be made with the child by the teacher/ teaching assistant virtually via Teams or Class Dojo; telephone conversation once a week, including the opportunity to discuss misconceptions and respond to feedback
Where a teacher isolates, is able to continue working and the rest of the class is able to work in school	Core learning will take place through live lessons on Teams supported by the Teaching Assistant normally assigned to that class.
Where a whole bubble (class) isolates and the teacher is well enough to work from home	Day 1: pupils directed to Destination September on school website. Explain Everything/ pre- recorded videos available from day 2 for core subjects; at least one per day. A suggested timetable of which order to access lessons in so that Teams chat can enable children to share experiences (KS2) Tasks differentiated for ability/ use of challenge as in school-based lessons

	Open ended/ challenge/ investigational tasks to allow some flexibility. Class teacher/ head teacher/ teaching assistant speaks to every child at least once per week.
Where a teacher isolates and is unable to work but the bubble does not close	Mrs Weliczko (qualified teacher) using the sequence of teaching and objectives outlined by the class teacher will fulfil the teaching role. Her teaching assistant duties will be distributed through the rest of the team (Teaching assistants and Head teacher)
Where a teacher isolates and is unable to work and the bubble closes	Mrs Weliczko will undertake the class teacher role as above.
Where more than 1 member of staff is unable to work or Mrs Weliczko is unable to work	Roles will be redistributed amongst the team, including the Head teacher and a known effective and experienced supply teacher. Details will depend upon which staff members are affected in order to most effectively utilise the expertise within the school. Where St. Mary's staff are unable to provide adequate teaching personnel, the wider staffing within SNMAT will be drawn upon.

Teaching assistants:

Should a teaching assistant be part of a bubble which needs to isolate, they will support that bubble remotely by being accessible through the Teams chat facility and Class Dojo messages. As appropriate, they will support the class teacher in giving pupil feedback. Where a teaching assistant is usually responsible for the planning of interventions or activities to support small groups or individuals, they will be responsible for uploading relevant materials. If they work with children who are not isolating, Teams will be used to set up online sessions with those children in school; these will take place with another adult in the room to supervise the children.

Subject leads and SENCo:

Those with a responsibility for a specific aspect of whole-school learning will:

- Consider whether any aspects of the curriculum need to change to accommodate to home learning and communicate these to teaching staff
- Work with teachers to ensure that work set is appropriate and consistent across school, as befitting each year group
- Alert teachers to resources which can be used remotely
- (SENCo) regularly review provision for children who have additional needs to ensure suitable adaptations are being made, enabling these pupils to thrive

Head teacher:

The head teacher (in her absence the senior teacher, Mrs. Bee) will:

- Ensure that staff, pupils and parents adhere to the relevant policies and guidelines for the safe, effective delivery of remote learning at all times

- Ensure that there are means by which risk associated with remote learning can be identified and addressed and that any incidents can be monitored and acted upon.
- Oversee the resources available so that high quality remote education can be provided
- Monitor the online learning and feedback provided for consistency and quality.
- Ensure that training needs are met and that, in periods of extended remote learning, that CPD can continue.
- Monitor the wellbeing of staff and actively work to ensure that demands on time do not become unreasonable.
- Oversee contact between staff and pupils working from home; support with contacting families as appropriate
- Monitor the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead (head teacher):

The head teacher as DSL and, in her absence Mrs. Bee as deputy DSL will:

- Attend and arrange safeguarding meetings as necessary during the remote learning period
- Liaise with IT support to ensure that technology used for learning is both suitable for purpose and will not compromise pupil safety online
- Identify pupils who may be vulnerable whilst learning remotely
- Ensure child protection plans are enforced, liaising with other agencies to make alternative arrangements where pupils are considered high risk, as necessary
- Ensuring appropriate levels of support and intervention are in place, especially for vulnerable pupils
- Ensuring all safeguarding incidents and concerns continue to be logged in the usual manner; where a staff member is not in school, the relevant form should be emailed to the DSL with password protection.

Pupils and Parents:

Staff can 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
- Give the same level of effort to tasks as when working in school
- 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 cannot complete work
- See help from school if needed
- Where issues arise with a particular task, access the websites and resources listed on the school website, including Destination September, until the issue can be overcome
- Be respectful when making complaints or concerns known to staff.

Local Governing Body:

The local Governing Body will:

- Monitor the school's approach to providing remote learning to ensure the quality of education remains as high as possible.
- Ensure staff are certain that remote learning systems are appropriately secure in terms of both data protection and safeguarding.

4. Data Protection

- This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- . Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- . Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- Paper copies of contact details will not be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any breach of confidentiality will be dealt with in accordance with the school's Data Breach Notification Procedure

5. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- . The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phone where possible.
- The DSL will arrange for regular contact with vulnerable pupils up to 3 times per week, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded and kept with the concern files
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

6. Monitoring and Review

This policy will be reviewed annually by the headteacher. Any changes will be communicated to all staff members and stakeholders.

September 2020

Date of next review: September 2021