



Remote Learning Policy

Deanshanger Primary School

The very nature of remote learning itself, in response to the unprecedented pandemic situation, means that the mental health and wellbeing of everyone will be impacted upon. Our policy demonstrates our commitment to keeping learning and all aspects of school life operating to the very best of our, and everyone's, abilities. The impact that the current situation is having, and will continue to have on the school community (both children and adults), cannot be understated. A calm and nurturing response is required at all times.

Approved by:	DPS Governors	Date: October 22 nd 2020
Last reviewed on:	October 22 nd 2020	
Next review due by:	Ongoing	

This remote learning plan will only operate in its entirety if a year group bubble is instructed to work from home to self-isolate (this will include key worker and 'vulnerable' children), or if there is a local or national lockdown. Where individual children are absent and 'regular' school continues, the online 'live' part of the plan will not be possible.

I. 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.
- Use a curriculum sequence that allow access to high quality online resources linked to the school's curriculum for learning in school and at home.

- Set out our commitment to provide meaningful and ambitious work that is well planned, sequenced and interactive. It adjusts, as possible, to the pace of regular teaching sequences by identifying difficulties and gauging when revision is required.
- Provide appropriate guidelines for data protection.
- Demonstrate our 'best endeavours' to secure special education provision that ensures reasonable adjustment to match the children's needs.

2. Roles and responsibilities

Senior Leadership Team (SLT)

Alongside any teaching responsibilities, the senior leadership team are responsible for:

- Co-ordinating the remote learning approach across their phase/school and ensuring that this is ready in a timely manner for printing and sharing on the school website.
- Monitoring the effectiveness of remote learning and addressing any concerns and problems with urgency.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- If the class teacher is unwell and/or unable to lead remote learning, then the SLT will take direct responsibility for supporting the provision of this; it is likely that as a first resort, the class would join the 'live' online learning of the parallel teaching class. If this is not possible, then the class may be asked to join the 'live' learning element of another year group; this is obviously dependent on the health and wellbeing of all staff members. With this being the case, home learning provision and systems may need to be adapted. If an SLT member is unwell, provision will be shifted to another team members (including the Head teacher).

Designated Safeguarding Lead (Head teacher – Mrs Rachel Rice)

The DSL is responsible for:

- Safeguarding concerns, including those related to Remote Learning. (Please refer to Child Protection and Safeguarding Policy).

- Following up on monitoring calls to children and parents (completed by teachers, learning support assistants and phase leads) should concerns be raised or the required levels of contact are not met i.e., twice a week where the children are not able to join in 'live' online learning.

Teachers

When providing remote learning, teachers will be available between 9.00am and 3.30pm on their working days. 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.

Breaks and lunches should be incorporated into the day as with a regular school day.

It should be noted that several staff members (SLT, admin, teachers and LSAs/HLTAs) will be supporting their own children at home with their learning and caring for them; where this is the case adaptations may be considered, with SLT input, to ensure that remote learning is effective and that the workload is manageable.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will provide learning for their current class. The amount of work they need to provide is daily maths and English lessons plus 3 or 4 lessons for foundation subjects each week. Daily phonics lessons will be planned for FS, KS1 and SPAG lessons for KS2.
- If/when it is known that a bubble / bubbles or the school is going into self-isolation period, learning packs, where possible, will be sent home with the children on their last day. They will also be given the opportunity to take home additional reading materials. Depending on the timing of the information, this may not be possible. The packs cannot be built too much in advance since they are building upon prior and recent learning in class. Any specific learning tools will be sent home at this time too e.g., mini whiteboards. Basic home learning packs have already been shared with FS families.
- For Foundation Stage and Year 1 classes, teachers will provide a range of resources using Tapestry that children will be engaging with - this includes reading and phonics. Parents and children will be able to access details of these resources via their regular Tapestry communication. Hard copies of any weekly resources will be available via the School office

from the Friday afternoon for the week ahead – we will endeavor to keep printed materials to a minimum. Additionally, online resources will be accessible from Numbots, Purple Mash, Letter Join and Reading Eggs. E-books will be allocated based on phonic progress tracking. Families should evidence their learning using Tapestry. There will also be daily online ‘live’ sessions using either Zoom or Teams if and when a whole bubble is learning from home – these will take place every morning. Teachers / LSAs will be keeping registers of the children that are taking part in these. These ‘live sessions are an opportunity for peer interactions to motivate, support each other and improve learning outcomes.

- For Year 2 – Year 6, teachers will provide a blend of activities linked to English – reading, writing, SPaG (spelling, punctuation and grammar), mathematics and the International Primary Curriculum (science, history, geography, art...) with learning pack resources that children will be engaging with. Hard copies of any weekly resources will be available via the school office from the Friday afternoon for the week ahead – we will endeavor to keep printed materials to a minimum. Additionally, online resources will be accessible from myON, TTRockstars/Numbots, Purple Mash, Letter Join and Accelerated Reading/ Reading Eggs. These materials will be accessible in addition to the weekly paper packs and ‘live’ daily learning sessions via Zoom or Teams.
- The schedule for online ‘live’ learning sessions will be planned by the class teacher for their own class each morning. It is recognised that at times, sessions between classes might clash; staggering timings for siblings across 14 classes is not possible and hence why the weekly learning pack forms the foundation of the week’s learning. There are no pre-set ‘live’ sessions in the afternoons, although these may be planned to go over misconceptions, provide additional support or challenge for individual children or groups. Where possible, the school will provide a loan of school laptops to children once staff needs have been assessed.
- On Wednesday afternoons, all teachers will be provided planning, preparation and assessment time.
- We will continue to signpost ‘other’ recommended learning materials and sites that enrich the children’s learning e.g., Oak Academy - <https://www.thenationalacademy/>, BBC Bitesize <https://www.bbc.co.uk/bitesize/articles/zvqgsk7>, Joe Wickes <https://www.thebodycoach.com/blog/pe-with-joe-1254.html> and share topical links.

- Teachers will save weekly learning packs on to the shared drive (Teams) by Thursday morning for the following week. The packs will then be printed by staff who are on site, ready for parents to collect where requested. In exceptional circumstances, these will be delivered to the family home.
- The work for the subsequent week will be uploaded to the school website by 3.30pm Friday.
- 'Live' learning sessions will be daily in the event of a whole bubble, school, local or national lockdown. We will not be able to run sessions in this way for individual children that are self-isolating. Live sessions (for Y2 - Y6) will use either Zoom or Teams (at the discretion of the class teacher) and will consist of working through the paper learning packs, sharing answers, looking at misconceptions and setting expectations for the recorded learning at home. There will be 2 sessions a day - one to introduce English and maths, and then time to talk through other curriculum subjects and learning activities in the weekly pack. The topic sessions, as with maths and English, will be taking learning forward as well as revisiting previous learning.
- Reading expectations will be shared with the children by their class teacher. In Foundation Stage and Year 1, there will be a daily story/poem shared via Tapestry with the year group; these will be recorded by all FS and Year 1 staff. For older children, there is an expectations for a daily read (as is the case in a 'regular' week).
- During online learning sessions, adults are expected to be in the same room as the child, to support any technical issues, support behaviour and ensure that the lessons is able to run as smoothly as possible. As with sessions in school, children should be attentive and totally focused on the learning. Mobile phones should not be used by the children during the learning sessions. The sessions will not be recorded. From the school's perspective, it is likely that a team member eg, LSA /HLTA will be in the live sessions too. Unless otherwise requested, the chat function will be disabled to ensure focus on the teaching and learning. The teachers reserve the right to contact parents if children are making teaching in this way challenging (just as they would in a regular classroom-based lesson). We recognise that online learning is not possible for some families and creates heightened anxiety for others. Children are able to watch the online sessions without having their microphone on and actively contributing.
- Daily morning video messages will be recorded by the Head teacher and shared with all year groups via Arbor. These messages are intended to maintain a sense of school belonging,

community, reassurance and keeping school communication and the events calendar as open as possible.

Submitting work and providing feedback on:

- Children in Foundation Stage and Year 1 are to submit copies of the work and photographs to demonstrate practical learning through tapestry on a daily basis. Teachers will respond to their submitted work via Tapestry.
- Children in Year 2- 6 will be expected to complete the paper copies of the work as a minimum – wherever possible they are expected to engage with the daily live learning sessions too. Where children are engaging in live learning to support the pack, their work can be shared immediately with the teacher. They will also be encouraged to share evidence by sending this as attachments. When children are only using the paper learning pack, these should be dropped off at the school on a weekly basis – it is noted that this might not be possible at all times both for parents/carers and staff to collect it. Where hard copies are shared, the work is left untouched for 3 days before marking and feedback is provided.

Monitoring progress:

- Class teachers and LSAs / HLTAs will coordinate a programme of monitoring phone calls that will take place twice a week with each child in their class to monitor progress and offer additional support if the children are learning from the learning packs only- **where children are learning online, phone calls will not be made unless a family request one.** If the staff members are working from home, the calls will be made from their personal phones but withholding the number – all costs incurred should be submitted for full refunds. As the school's new telephone system is installed, this situation will improve as remote use of school lines can be actioned.
- All follow up calls and emails should be recorded in Arbor.
- Where there is little or no evidence of engagement, then the teacher will refer this to the Phase leader or Head teacher for follow up with the intention of finding a way to improve this in a way that works for individual circumstances. The action taken will be bespoke to each situation but will ensure, as much as is possible, that every child is given access to learning. Mental health and wellbeing will be carefully considered at all times.

- Emails received from parents and pupils are to be checked between 9.00am and 3.30pm from Monday to Friday. Teachers should respond to pupil/parent emails within 48 hours (except those received between 3.30pm on Fridays and 9.00am on Mondays).

Learning Support Assistants (LSAs)

When assisting with remote learning, learning support assistants must be available between 9.00am and 3.30pm. 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.

Breaks and lunches should be incorporated into the day as with a regular school day.

When assisting with remote learning, LSAs are responsible for:

- Liaising with the class teachers to support planning and resourcing differentiated learning.
- In FS and Year 1 - monitoring Tapestry observations.
- Supporting pupils who aren't in school with their remote learning as requested by the class teachers, SENCo or Phase Leader.
- Joining live teaching sessions to support misconceptions, support the learning sequence (for ease of return into the classroom) and provide safeguarding support.

This support is according to the needs of the children, the collective planning of year group teams and the confidence of LSAs - it is not an expectation that LSAs would lead live sessions.

Phase Leads / SLT

Alongside their teaching responsibilities, as outlined above, phase leads are responsible for:

- Monitoring the work set by teachers for the year groups that they have responsibility for and ensuring curriculum coverage and progress.
- Reviewing the progress of children within the year groups that they have responsibility for. Should a child not be contactable, when a teacher or LSA is due to have a monitoring phone call, this will be escalated to the Head teacher who will follow this up with the relevant child's parent.

- Sharing in the learning and communication of teachers in their phase team in order to be able to fully support them and help find solutions to problems.

SENCo and Learning Mentor

- Offering additional support and strategies, largely through phone calls and emails, to families and children identified on the SEND register (including those with an EHCP) and where additional wellbeing support is deemed appropriate.
- All follow up calls and emails should be recorded in Arbor and signposted to the class teacher.
- Continuing to focus on external support and report writing to support the ongoing progress of the children.
- Reviewing the progress of the children that they are responsible for and sharing information with the class teacher and Head teacher.

Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9.00am - 3.15pm.
- Seek help from teachers if they need it.
- Alert teachers if they're not able to complete work and/re need support in any way.

Staff can expect parents to:

- Seek help from the school if they need it.
- Keep in close communication and share their thoughts and concerns on a regular basis.
- Be respectful when making any complaints or concerns known to staff.
- Make requests for paper packs by Thursdays at 12.00pm for the week ahead.

If parents have any questions regarding work that has been set, they should contact their child's class teacher in the first instance.

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 and recognising that it will look different in different year groups
- Responding to Head teacher updates on remote learning and questioning and challenging the plans.
- familiarising themselves with the learning packs issued to families on a weekly basis – these will be held on the school website.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to contact

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

- Issues in setting work – talk to the relevant Phase Leader
- Issues with behaviour – talk to the relevant Phase Leader
- Issues with IT – talk to Phase Leader/ Head Teacher/ Business Manager
- Issues with their own workload or wellbeing – talk to their Phase leader and the Head teacher.
- Concerns about data protection – talk to the Data Protection Officer (Head teacher)
- Concerns about safeguarding – talk to the Head teacher (Rachel Rice) who is Designated Safeguarding Lead -

head@deanshanger.northants-ecl.gov.uk

4. Data protection

4.1 Accessing personal data

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

- Use school owned devices (e.g. laptops) that are appropriately monitored and secure. Staff can request school devices to support learning.
- Access data from the school's management information system – Arbor.

4.2 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.

4.3 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)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- 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 – this is already part of school provided equipment
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

The safeguarding and child protection policy for the school has recently been updated to reflect current expectations linked to promoting safeguarding in the context of Covid-19. This is available on the school website.

6. Monitoring arrangements

This policy will be reviewed on a monthly basis and updated when required by the Head teacher. When updates need to be made to make sure that the policy is in step with government guidance they will be approved by the governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Tapestry policy