Remote Learning Policy

The Topsham School

In consultation with and Approved by Relevant Governors: Chair, Safeguarding, Curriculum and Computing		**Date:** October 2020
Last reviewed on:	Oct 2020	
Next review due by:	Oct 2021	

Contents

Context:

According to Guidance (updated 28 August 2020) *"where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote learning. Schools should monitor engagement with this activity as set out in the section for all schools and local authorities section."*

The Topsham School wants to ensure that all our children can continue with the best quality education and support in their learning whether they are in school or learning from home during these challenging times.

Key Headlines:

- Use a curriculum sequence that provides access to high-quality online and offline resources that are linked to the school's curriculum planning and expectations.
- Based on guidance the curriculum for home and remote learning should focus on filling the gaps in core knowledge; where necessary schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances
- The online tools are consistent across the school in order to allow for interaction, assessment and feedback
- Printed resources are provided for those who do not have suitable online access. *The school uses Google Classroom as it's platform for remote learning. Devices such as ipads or chromebooks will be loaned to those that have been identified as being in 'ICT poverty/disadvantage' with the most vulnerable taking priority. The school will make the decision of who is eligible, using all relevant information Parents will need to agree and sign the school's loan agreement to access this.*
- Younger children and some SEND pupils may not be able to access remote learning without support and so schools should work with families to meet their needs appropriately; for example where this would place significant demand on parents
- Meaningful and ambitious work is set each day in a number of different subjects
- Knowledge and skills are built on incrementally
- Clear explanations of clear content are delivered by a teacher in school through high quality resources or videos
- Plan a programme of equivalent length of the core teaching pupils receive in school
- Teachers gage how well pupils are progressing through the curriculum using questions and other suitable tasks.
- School sets clear expectations on how regularly teachers will check work
- Avoid long term projects or internet research activities

- Pupils learning is monitored and support is given to ensure they master the curriculum and make good progress

The following will only take place IF a child/group of children/class are self-isolating due to a confirmed case of Covid 19 within their household or within school that leads to children being unable to attend school face to face. It is NOT for when a child/group of children are poorly due to a general cold, tummy bug or if they themselves have Covid 19; if the child is ill the focus is for them to rest and recover so they can return to school as soon as they are well enough to do so.

Appendix A provides an outline for 4 possible scenarios:

- **Contingency for Child self- isolating due to CV**
- **Group of children in the same pod need to isolate due to CV**
- **Whole class pod needs to self-isolate due to CV and the teacher is well**
- **Whole school lock down**

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 working hours will be 9-3.30 with an hour for lunch. The DSE regulations advise that short frequent 10 minute breaks should be taken after **50-60 minutes of continuous** screen work. Teachers need to ensure they adhere to this. Teachers will still need to have PPA time and this will be provided through the use of "Feel Good Fridays" where the focus of provision will be on mental health and well-being. This provision will be planned and led by HLTAs.

If they are 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 procedures and normal protocols will be followed

When providing remote learning, teachers are responsible for:

Providing learning through:

○ The use of Google Classroom and/or Tapestry if this more appropriate for age and stage

○ The use of videos of explanations, demonstrations and modelling, either from school agreed on line providers or generated and uploaded onto Google Classroom by the class teacher.

○ Live sessions will take place as and when teachers deem necessary (see further in the policy for more guidance).

○ Daily Maths and English learning will be set and where appropriate new learning will be taught through a clear sequence of progression. Tasks will be differentiated to match the needs of the children

o   Creating a menu of topic-based activities for the children to choose from, these topic grids may be created across a whole phase group or across the school to aid in the sense of community and allow siblings to work together on certain topics/projects.

o   Signposting children to online lessons and learning opportunities through programmes such as Phonics Play, Book Bug Club, Accelerated Reader, Oak Academy, Times Table Rock Stars, Spelling Frame, Alphablocks, CBBs, Primary Sport. Primary Forest School, Primary Music, Charanga and any other sites deemed suitable by the SLT.

o   Subject leaders may also offer support to teachers with suggestions for lessons and supportive resource materials

o   Setting learning activities by 6pm the day before

o   Uploading learning to Google classroom

o   Ensuring that there is consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work where possible

Providing feedback on work

o   Completed work from pupils will be uploaded using Google Classroom

o   The teacher will provide online verbal feedback within the small group teaching or guided session, on a weekly basis and provide remote written feedback on the online platforms

o   Feedback will take place within 48 hours of receipt by the teacher. Teachers will use their professional judgement to decide which form of feedback is best suited at the time

Keeping in touch with pupils and parents when not in school:

o   The school hours will remain the same when working remotely. To support this teachers will facilitate an online 'live' registration at the start of the day at 9am or at a time agreed by the SLT if it is better to have staggered start times. This will be face to face time when all pupils are expected to be on line and 'ready to learn'. During this time teachers will provide an outline of the days learning and expectations. TAs will be expected to be part of this so children will know who will be supporting them that day. Parents are invited to be present during these times to listen in so they hear the day's instructions.

o   At 3pm, or at a time agreed by the class teacher if this needs to be staggered teachers will facilitate an online 'live' end of the day round up where identified children will be asked questions and given feedback and the day will end with a class story or class assembly. The Headteacher will lead 2 whole school assemblies each week; these will be pre recorded.

o   Teachers are expected to make regular contact with groups of pupils via Google meet or TEAMs (weekly in groups of 6 or less) ; as above in 'providing feedback on work.

o   Teachers will respond to parents by email **during working hours only, if deemed possible by the teacher.**

o   Any complaints or concerns should be discussed with their Phase Leader prior to responding to the parents. For any safeguarding concerns, refer teachers to the section below.

o   If children fail to complete work, they should firstly discuss this with the child's parents/carers to overcome any issues or make minor adjustments. If after this discussion the child still fails to complete work teachers should discuss this with their Phase Leader, who will consult with the SENDCo and/or Headteacher if necessary, so that the school can decide upon a bespoke response pertinent to that child and their family.

Attending virtual meetings with staff, parents and pupils:

o   Dress should be in line with the school Code of Conduct.

o   Locations should be appropriate with nothing personal behind – blank background.

○   Teachers should ensure that their own children are being attended to away from where they are teaching and that no one else is in the room, or enters the room.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours.

If they are 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 remote working in pairs or small groups. Where a TA is working with a child on a 1:1 basis, an adult must be in the room accompanying the child.

Sessions **may** include:
○   Supporting friendship groups
○   Leading reading sessions in pairs/small groups
○   Play phonic and number games
○   Paired targeted maths support
○   Story times
○   Funfit sessions
○   PSHE sessions

When appropriate HLTAs will plan and prepare "Feel Good Friday" learning opportunities and provide feedback to children on this day.

Attending virtual meetings with staff, parents and pupils:

○   Dress will be in line with the school Code of Conduct

○   Locations will be appropriate with nothing personal behind – blank background

○   TAs will ensure that their own children are being attended to away from where they are teaching and that no one else is in the room

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

○   Considering whether any aspects of their subject curriculum needs to change to accommodate remote learning and guiding phase groups as to what aspects may be more suited to remote learning.

○   Working with teachers teaching their subject remotely to make sure all the 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. Where possible teachers/phase groups will be encouraged to plan integrated curriculum topics.

○   Monitoring the remote work set by teachers in their subject –such as through regular TEAMS meetings with teachers or by reviewing work set and providing feedback to teachers on what is going well and providing any support or advice moving forward.

○   Alerting teachers to resources they can use to teach their subject remotely.

○ Subject leaders undertaking their leadership responsibilities are to do so in the 'normal working day' and are not expected to do this 'out of hours'. Subject Leaders will therefore need to plan for this. This could include focused work on the elements in their action plans including monitoring of planning, providing details of relevant websites and online provision that may support teachers, teacher voice/pupil voice to measure outcomes/impact, providing support for teachers in planning for their subject remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

○ Co-ordinating the remote learning approach across their phase, with consultation with Headteacher.

○ Monitoring the effectiveness of remote learning – through holding regular achievement team meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents. These meetings will be minuted and outcomes and actions shared with the Headteacher.

○ Supporting the Headteacher in monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding leads

The DSL supported by the DDSL is responsible to:

○ Co-ordinate regular phone calls for targeted families: weekly/daily.

○ Provide advice and support to families in need- The SENDCo (DDSL) has and will continue to provide this when deemed necessary as this is an area of expertise.

○ Co-ordinate distribution of vouchers to vulnerable families: at The Topsham School the Senior Administrator has and will facilitate this.

2.6 IT

Staff are responsible for the day to day:

○ Resolving issues with systems used to set and collect work.

○ Helping staff and parents with any technical issues they are 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.

○ Any issue that cannot be resolved by a member of staff will be reported to SCOMIS who will be able to provide appropriate support and advice.

○ GDPR: The school will ensure that any security updates are in place prior to a school device being lent out.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

○ To be ready to learn and at daily registration at 9am and present at the end of the day for whole class catch up.

○ 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.

○ Seek help if they need it, from teachers or teaching assistants.

○ Show good attitudes to learning; knowing and using their Learning Powers to help them stay self-motivated and succeed in their remote learning.

o   Alert teachers if they are not able to complete work.

Staff can expect parents with children learning remotely to:

o   Ensure their child is ready to learn and at daily registration each day at 9am.

o   Make the school aware if their child is sick or otherwise cannot complete work.

o   Be proactive in supporting their child access, engage with and successfully complete the remote learning being provided.

o   Work with their child/children to keep good working/learning habits through the use of visual timetables and having an identified working space; useful resources will be provided to parents on the schools website.

o   Seek help from the school if they need it, listen to advice and act upon it.

o   Be respectful when raising any questions or concerns with any member of staff.

o   Parents of children in FSU can continue to upload photos and comments in relation to their child's learning, that is not linked direct to the school provision they have been set on Tapestry.

Attending virtual meetings with a Teacher or Teaching Assistant:

o   During live sessions, pupils will be expected to follow the schools values and be ready to learn, as they would do within school, and follow the teacher or TAs instructions.

o   Children will be dressed appropriately.

o   Locations will be appropriate with nothing personal behind – blank background.

o   Parents will ensure that other siblings or family members are being attended to away from where they are being taught and be mindful that household conversations may be accessed by the live group. Anything overheard or seen by the teacher will lead to the immediate end of the session and parents will be contacted by a member of the SLT to discuss the incident.

o   During live group sessions, parents can support their child to set up the device and be ready for the session, then will leave their child to take part independently, only returning to fix or support technical issues if needed. Teachers will bring the session to a close if protocol is not followed. **Where a teacher or TA is working with a child on a 1:1 basis however**, **an adult must be in the room accompanying the child.**

2.8 Governing board

The governing board is responsible for:

o   Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

o   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:

o   Issues in setting work to match the needs of the children – talk to the relevant subject lead or SENCo.

o   Issues with behaviour – talk to the relevant Phase Leader or SENDCo.

o   Issues with IT – seek support from an appropriate member of staff initially and if needed contact SCOMIS.

- ○ Issues with their own workload or wellbeing – talk to their line manager and/or Headteacher.
- ○ Concerns about data protection – talk to the data protection officer.
- ○ Concerns about safeguarding – talk to the DSL/DDSL.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes.

- ○ Data can be accessed on the secure SIMs system or on the school server.
- ○ Using school devices not their own personal ones. If this cannot be done staff must ensure their device has all relevant fire walls and safety settings.

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 will not need to seek 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.
- ○ Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

All safeguarding policies are available on the school website and on the drive. During remote learning the school will continue to adhere to these policies. It is advised that staff re-read the e-safety policy during any period of remote learning and relevant e-safety lessons are taught during this time. The school will provide regular advice and e-safety information and resources for parents, via the website to support them keep children safe while working in this way.

6. Monitoring arrangements

This policy will be reviewed in July 2021. At every review, it will be approved by The Topsham School's Safeguarding and Curriculum Governors.

7. Links with other policies

This policy is linked to our:

➢ Behaviour policy

➢ Safeguarding policy

➢ The schools emergency plan and any relevant risk assessments such as the RA100

➢ Data protection policy and privacy notices

➢ Home-school agreement

➢ ICT and internet acceptable use policy

➢ E- safety policy