

REMOTE LEARNING POLICY

FOR QUEEN'S DRIVE INFANT SCHOOL

1. Aims

- This Remote Education Policy aims to:
- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations of members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Children who are working from home as part of a local or National lockdown.

3. Resources

Resources to deliver this Remote Education Plan include:

- Online tools/school subscriptions for EYFS/KS1 – SEESAW, Teams, PIXL, Mathletics, Purple Mash
- Staff CPD including Teams, Zoom, Ruth Miskin (RWI), Cambs Maths Hub and other subject specific resources
- Information for parents on the School website / by Parentmail
- Use of video for storytime, assemblies, welfare chats where appropriate
- Printed learning packs including CGP workbooks
- Books and other physical learning materials selected by the teacher

The detailed remote learning planning and resources to deliver this policy can be found here:

Details can be found on our website.

- Model timetable and structure for remote learning
- Links to any resources – Seesaw, Purple Mash, Mathletics

- Curriculum resources/maps/plans including for subjects other than English and mathematics on school website
- Teacher Code of Conduct policy / Acceptable IT use policy for phone calls/live video/recorded video

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects across the full curriculum following the class timetable
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'; for example physical and practical learning tasks
- Teachers will have access to a wide variety of resources to share remotely, such as from Cambs Maths Hub and PIXL and using a visualiser
- Resources will be quality assured by subject and senior leaders, who will monitor a selection of lessons daily
- Staff will have the training they need to provide online learning safely
- All pupils will have access to the resources they need to learn - we will ensure this through regular communication with families and following on from our home learning audit
- Teachers will communicate the purpose of activities and their success criteria for pupils by using learning objectives and WAGOLs
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working including 'practice' activities set as homework on SEESAW
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families and provide tailored practical work packs where appropriate
- COVID catch-up funding will be used effectively to provide activities for targeted pupils in Maths, Reading, Phonics and Writing
- Staff workload will be managed by Senior Leaders through discussion and monitoring
- Leaders will measure engagement in remote learning by regular monitoring and use this information to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use SEESAW

Parents have all signed to agree support their children's work, and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the class teacher so that other arrangements can be made.

All children sign an 'Acceptable Use Policy' (class agreement) at school which includes e-safety rules. This applies when children are working on computers at home.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement

- Organising preparation / delivery of paper based home learning packs when required
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or getting feedback from parents and reporting any data breaches.
- Monitoring and reviewing the security of remote learning systems, including data protection and safeguarding considerations
- Assisting pupils and parents with accessing the internet or devices

Teachers

Teachers will be provided with the necessary training on how to use SEESAW

When providing remote learning, teachers must be available between their usual class start / end times

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their class for a minimum of 3 hours in KS1 (slightly less for EYFS)
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Teachers will set work using the SEESAW online platform and will include recorded teaching input and independent work (or paper based work packs for those requiring them along with a daily instructional phone call)
 - Daily English (Read Write Inc which includes Phonics and Handwriting) and Mathematics work for the morning and one other subject for the whole afternoon, shared by the class start time (this will as soon as is possible on Day 1 once school have been notified of the reason for the absence)
 - Planning and resources will be completed by class teachers and monitored by senior leaders / curriculum leaders
 - Opportunities for wellbeing activities will be included in the work set
 - Feedback will be provided on Seesaw and in line with the school policy and work will be marked daily (within 24 hours during school days) for Literacy / Maths and for other subjects taught
 - Consideration will be given to the amount of 'screen time' required and setting a range of tasks accordingly
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers / Teaching assistants are expected to make weekly wellbeing contact, via emails / phone calls
 - If there is a concern around the level of a pupil's engagement, the teacher should also inform a senior leader and a mentor will be allocated for daily support
 - If further escalation is required, a senior leader / family liaison officer will become involved and may lead to support through Early Help Assessment
 - Teachers should only use their school email address to communicate with parents and pupils.
 - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
 - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will log this on CPOMs for a senior leader to address

- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Teachers will respond promptly to requests for support from families at home, by...
 - Any complaints or concerns shared by parents or pupils should be reported to senior leaders for any safeguarding concerns, refer immediately to the DSL by logging on CPOMs
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence and normal procedures will be followed
 - Obtain a test and share the result of it with school so that appropriate plans can be made
 - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work

Teaching Assistants

Teaching assistants must be available during their usual 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents by phone

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils

IT Technicians

IT technicians are responsible for:

- Helping staff with any technical issues they are experiencing

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable – see website home learning page
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources through SEESAW / Oxford Owl
- Support their children’s work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by email or by contacting the school office via phone
- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body 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

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils’ attainment or their contact details. This is necessary in furtherance of the school’s official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils’ personal data on their own electronic devices.

8. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer on CPOMs. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply as indicated in the September annual update training.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy and Code of Conduct policy