

Robert Arkenstall Primary School

Remote Learning Policy

It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.

pursue possibilities; love learning

This policy is published on the School website, stored on the Network:
 Staff Share and is available on request from the school office

Governor Committee	Full Governing Body
Reviewer	R Fisher
Ratified	October 2020
Review period	Reviewed 6 January 2021
Next review due	as and when required

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

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 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 (especially IT equipment) have this sourced for them.

2. Who is this policy applicable to?

- Children who are working remotely following Government guidance for school closure due to Covid.
- 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.

3. Resources

Resources to deliver this Remote Education Plan include:

- Google Classroom
- Class Dojo
- Other online learning resource platforms (Purple Mash, Mathletics, etc)

- Staff CPD for use of digital tools as required, or updates to CP or First Aid as required
- Robust communication channels with parents and within staff team:
 - via class dojo - direct from teachers to parent or classes
 - Zoom/Google meets for short interaction or SEND contact support if appropriate and agreed on ISP
 - Zoom for class feedback or tutor sessions, shorter discursive sessions within a rounded timetable
 - via parentmail to groups of parents for wider school communication or specific group e.g. Key worker or FSM
 - Via email inboxes set up for generic communications e.g Key worker, FSM, Child protection
 - Via email to staff or staff groups for school briefing and general communications
 - Via Whatsapp groups for swift communication between groups of staff or individual staff
- Printed learning packs prepared in the event of children isolating/short-term bubble closure

The detailed remote learning planning and resources to deliver this policy can be found on the school Google drive in *Covid 19 action plan; remote learning*

<https://drive.google.com/drive/folders/1J8iJ1Xopg9GU4RSZ8IZpu5cMYpt2NTAR>

Copies of the relevant policies referred to in this document, including our Zoom Security Policy can be found on our school website at

<https://www.robertarkenstall.co.uk/page/?title=Policies+%26amp%3B+Guidance+Documents&pid=22>

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, covering the breadth of the curriculum
- 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 the use of printables (sent out to families without access to printers) and tasks designed specifically to be offline
- Teachers will have access to a wide variety of resources to share remotely, such as Twinkl, White Rose Maths, Mathletics, Purple Mash, Oak Academy
- Resources will be quality assured by subject and senior leaders, who will be able to join online learning spaces (Dojo, Google Classroom) to monitor work being set and see feedback given

- Staff will have the training they need to provide online learning safely, including use of Think U know resources and Be Internet Legends resources, and familiarisation with our remote learning policy, online safety policy and data protection policy
- All pupils will have access to the resources they need to learn. We will ensure this by auditing IT provision at home and allocating school chrome devices as applicable. Pupils who have difficulty printing materials can be provided with paper copies by school
- Teachers will communicate the purpose of activities and their success criteria for pupils via Class Dojo for years R-4 and Google Classroom for Years 5 and 6
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by incorporating lessons in accessing school systems into school computing curriculum and by setting online homework to check systems
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by providing the necessary IT equipment, the use of regular telephone conversations to keep in touch and by ensuring parents can use all modes of communication in advance
- COVID catch-up funding will be used effectively to release teachers to carry out gap analysis tasks, analyse the data, and deliver high quality interventions. Additional funding may be used via the national tutoring programme to deliver interventions to fill gaps as identified by class teachers.
- Staff workload will be managed by: ensuring online school systems work and staff are well trained in how to use them; ensuring that parents understand that school communications and remote learning are limited to school hours only; being sensitive to the needs of staff in terms of their own personal situations (eg remote learning with their own children, vulnerability of adults)
- Leaders will measure engagement in remote learning by being part of online classes, observing feedback in action and monitoring medium term plans, 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 online systems such as Class Dojo and Google Classroom

Resources will be shared with pupils and parents via Class Dojo and Parentmail

We would encourage parents to 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 school office via email, or their teacher via Class Dojo so that other arrangements can be made

All children to sign an 'Acceptable Use Policy' 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:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including by being part of online classes, observing feedback in action and monitoring medium term plans, and using this information to review provision and make changes as necessary.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers will be provided with the necessary training on how to use online systems such as Class Dojo and Google Classroom.

When providing remote learning, teachers must be available between 8:50 and 3:20

If teachers are unable to work for any reason during this time, due to illness, SLT will ensure that alternative provision is made for their class. The consistent approach to remote learning within parallel classes will facilitate this.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes, or in phase teams
 - The work set should follow the usual timetable for the class had they been in school, wherever possible, with a minimum of 3 hours per day in Key Stage 1 including core subjects of English and Maths and between 4 and 5 hours a day in Key stage 2
 - Teachers will set work using Class Dojo for Years R-4 or Google Classroom for Year 5 and 6
 - Daily English and Mathematics work and other subjects ensuring the usual broad range of curriculum coverage including tasks often set for homework e.g. spellings
- Providing feedback on work:
 - Teachers or TAs will be expected to provide feedback on work within a reasonable timescale. Ideally, especially for older children working within the Google platform, this would form part of an ongoing dialogue between the teacher/TA and the child

- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers are expected to make weekly contact, via emails, phone calls or Class Dojo.
 - If there is a concern around the level of a pupil's engagement, the teacher should ensure a telephone conversation is made with parents and logged/reported to SMT
 - Vulnerable pupils will be supported with more frequent contacts as agreed with Class teachers and SMT
 - Teachers should only use their school accounts to communicate with parents and pupils.
 - Teachers should check emails/Dojo messages 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 contact the Senior Management Team
 - 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 referring the family to the DSL
 - Any complaints or concerns shared by parents or pupils should be reported to a senior leader; for any safeguarding concerns, refer immediately to the DSL

- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
 - 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 or their class teacher. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils

- Preparing and possibly delivering home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities
- Giving feedback on remote learning tasks

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

The Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

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
- Be prepared to answer telephone calls from withheld numbers
- 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 via Accelerated Reader, the school website or online library systems
- 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 via Class Dojo or by contacting the school office via office@robertarkenstall.co.uk
- 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
- Use two step verification for admin or super admin accounts
- 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. 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. Please follow the guidance that you were given during the annual update training on 3rd September 2020.

Staff must ensure all communication with parents and pupils is conducted through the correct channels, 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
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Google for Education, Class Dojo, Purple Mash, Edshed, Mathletics, Renaissance learning