

St Martin's CE Primary



Remote Learning Policy

Aims

In the event of school closure, this remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out the expectations for all members of our school community with regards to remote learning
- Provide appropriate guidelines for data protection

DFE *Expectations* “Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- *set assignments 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 incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*
- *We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support. We expect schools to avoid an over-reliance on long term projects or internet research activities.*

- Guidance Full Opening: Schools DFE, 28 August 2020

<https://www.gov.uk/government/publications/actions-for-schoolsduring-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Timescale

This policy will come into immediate effect in the event of:

1. a full lockdown involving the whole school
2. a partial lockdown involving either a whole bubble or part of a bubble
3. individual children being affected

Roles and responsibilities

Head Teacher DSL

- Co-ordinate the remote learning approach across the school
- Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents.
- As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Child Protection/Safeguarding Policy and the Safeguarding Policy Addendum.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.

Deputy Head DSL

- Liaise with phase leaders, Class Teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate
- Liaise with Office staff to publish online materials via the school website
- Co-ordinate access links, monitor and provide feedback on live lessons
- Monitor remote learning emails and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed.

Phase Leaders/UPS3 teachers

- Support teams with creating accessible remote learning content
- Provide materials for those individuals who need to isolate
- Promote Acceptable Use Policy with teams
- Liaise with Teachers and Additional Adults: co-ordinate and monitor remote content including the attendance and record keeping of live lessons
- Follow up non-attendance.

- Monitor registration calls home and report concerns in first instance to DHT. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed.

Inclusion manager

- Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children
- Liaise with Learning Support Assistants and teachers to ensure that alternative work has been provided for SEND pupils where necessary
- Make weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed

Teachers

- Setting Remote Learning in the event of Whole or Partial Lockdown
- Delivering lessons live or recorded and setting learning assignments for children in their class/year group on a daily basis using Microsoft Teams and/or the class web page
- Teachers may also set work that incorporates online platforms and materials recommended by the DfE eg. Oak Academy.
- In the absence of hands-on-access to reading books during remote learning, children should be encouraged to access the Rising Stars reading materials
- Responding to emails from pupils/parents on a daily basis during normal working hours.
- Telephoning pupils (3 per day) – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones. Where this is not possible, teachers must withhold their personal numbers.
- Teachers must report concerns ie. Lack of contact/absence of children registering or submitting home learning/ dealing with complaints etc in the first instance to their Phase Leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, A DSL should be informed.

Learning Support Assistants

- Support pupils in class.
- Report any concerns in the first instance to class teacher
- In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below
- Liaise with SEND leads and teachers to differentiate remote learning for any SEND pupils, or compile tailored remote learning packs.

Governing Body

- Monitor the school's approach to providing remote learning to ensure the education offer remains high quality.

Pupils

- Complete online learning. (Children are not expected to print out worksheets but should use Home Learning books to record responses and complete assignments using Microsoft Teams/Word where applicable.
- Seek help from teachers online if needed.

Parents/ Carers

- Read the guidance and expectations for Remote Learning/Use of Microsoft teams
- Support children each day to make sure that they access learning and submit tasks.
- Alert staff if their child is sick or unable to submit learning.
- Seek help from teachers using Year Group email accounts – if the query is about the online learning
- Seek help from school staff using 'office@st-martins.sandwell.sch.uk' regarding any other query.
- Not sharing the device among family or friends where possible
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Year Group Expectations

Nursery and Reception

- Reading/Phonics (live Microsoft teams)
- Maths (live Microsoft teams)
- Story session (live Microsoft teams)
- Ideas for Creative Play

Year 1

- Reading/Phonics(live Microsoft teams)
- English (live Microsoft teams)
- Maths(live Microsoft teams)
- Ideas for Creative Play
- Wider curriculum content

Year 2

- Reading/Phonics (live Microsoft teams)
- English (live Microsoft teams)
- Maths (live Microsoft teams)
- Wider curriculum content (live afternoon session)

Reception/Year 1 and Year 2 pupils have access to Rising Stars online books which are set weekly by class teachers.

Year 3/4/5/6

- Reading/Phonics (live Microsoft teams)
- English (live Microsoft teams)
- Maths (live Microsoft teams)
- Wider curriculum content (live afternoon session)

All pupils have access to Rising Stars online books which are set weekly by class teachers.

Providing Feedback

Teachers in EYFS will monitor pupil contributions and feedback to them and their parents/carers via live teaching and email communication.

Teachers in Year 1-6 will acknowledge and provide individual written feedback to all children's submitted work within 24 hours via MT/Year Group email accounts.

Setting Remote Learning in the Event of Individuals Being Affected

Where a child is unable to attend school because they are complying with clinical or public health advice the school will endeavour to:

- Provide lesson material in the form of PowerPoint teaching slides and worksheets for children to complete
- Encourage families to access online resources signposted on the school website

Data protection

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

- Have read, agreed and signed terms and conditions of the Acceptable Use Policy.
- In the event of remote learning, office staff will make available the contact details of pupils in the folder contained in the school's online 'drives'

Processing personal data

Staff members may need to collect and/or share personal data such as personal contact numbers 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 give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. Personal emails of staff should never be used or shared with parents or pupils - dedicated year group admin email addresses must always be used.

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
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Safeguarding

- Our Child Protection/Safeguarding Policy has been updated to reflect the current situation, an addendum entitled: Safeguarding Policy Addendum for School Lockdown 2020 has been included.

Monitoring arrangements

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head teacher and Deputy Head teacher. At every review, it will be approved by the governing body.

Links with other policies

This policy should be read in conjunction with the following policies:

- Child Protection/Safeguarding Policy and the Safeguarding Policy Addendum for School Lockdown 2020
- Data Protection Policy
- Online Safety Policy
- Acceptable Use Policy