



# Earlsmead Primary School

## Remote Learning Policy

### **Policy summary:**

**The school's procedures and responsibilities relating to remote learning.**

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**Approved by: Children's Committee**

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## 1. Aims

This remote learning action plan for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Ensure remote learning practices are inclusive by researching accessibility features when planning and designing lessons
- Ensure students are provided with a high quality learning experience both in and out of the classroom
- 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 must be available between 9am - 4pm.

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 and inform their parallel teacher.

When providing remote learning, teachers are responsible for:

#### • Setting work

- Work for week must be set by the start of the school day on Monday to allow parents an opportunity to look through the work and make a plan for work completion if needed.
- Work should be differentiated, so that it is accessible by all students, including SEN and EAL students
- Work should be uploaded on one of the following platforms:
  - EYFS - Tapestry
  - KS1 - ClassDojo
  - KS2 - Google Classroom
- To ensure consistency across the year level, teachers should be providing the same work for both classes. If using Google Classroom, share one classroom for both classes. For Dojo/Tapestry, teachers liaise on remote work and upload the same content.
- If one teacher on a Year level is absent, the other teacher will take the lead on planning, and delegate work to Teaching Assistants to support where needed (Eg/ Marking). It is not the teaching assistant's responsibility to create work for students, but they can help find resources, upload documents, provide feedback and support with video calls.
- For students without devices, teachers will print out the worksheets for the work and provide weekly paper packets, to be handed to the office for families to pick up on a Monday.

## ● Weekly work expectations (Partial Closure and Full Closure)

In line with DfE Policy, the expectation for the minimum amount of work set is as follows:

- EYFS (up to 3 hours)
- KS1 (3 hours)
- KS2 (4 hours)

Teachers will provide an updated timetable for children and parents which will be displayed on their classes webpage. The timetable will include the following sessions;

- 5 x maths (WhiteRose or equivalent)
  - For individual remote learning, teachers will upload the White Rose worksheet to Google Classroom/ClassDojo.
- 5 x English/SPAG (Spelling Punctuation and Grammar)
  - Written work should be based on the CLPE text that the class is currently working on
  - Spag activities can be set via Google Docs or Spag.com. There should be at least one focused Spag lesson per week.
  - Spelling Frame lists should be set each week, and monitored for completion
- 2 x Topic (Science, History, Geography, Religious Education, Art, PE, Spanish, Music and PSHE)
  - Teachers to check guidance sent by subject leads to ensure activities included in topic meet remote learning expectations
- 1 x comprehension
  - Teachers to convert comprehension worksheets into Google Forms to allow easy completion by students.
  - Questions included should not only include multi-choice, but should also include short answers and paragraph questions. These questions will need to be marked manually by the teacher.
- 1 x E-Safety Lesson
  - It is important that students are staying safe on the internet at home, as well as balancing their time online and offline.
  - Teachers should refer to Earlsmead's E-Safety curriculum, and choose lessons that relate to their class and current situation.

## ● Weekly homework expectations

- Maths activity (MyMaths or online worksheet)
- Comprehension
  - Teachers to convert comprehension worksheets into Google Forms to allow easy completion by students.
  - Questions included should not only include multi-choice, but should also include short answers and paragraph questions. These questions will need to be marked manually by the teacher.
- English (Written SPAG work)
  - This is not SPAG.com. Teachers provide worksheets via PDF or Google Docs for students to complete.
- Topic

## ● What should online learning look like

- Videos should be used to support the child's learning.
- Live lessons can be made available to children. This will allow children to interact and receive feedback from teachers in real time.
- Teachers will log onto either Zoom or Google meets once a day. This will support parents in providing a structure for their children. The content of these meetings will be up to the discretion of the classroom teacher.
- Teachers do not have to record videos of themselves; however they can if they would like to
- Where teachers are not recording videos of themselves, they need to find high quality videos that will teach a concept and support students to correct misconceptions.
- Youtube is a great resource for high quality videos
- Ensure you watch and evaluate videos before uploading for the class
- Learning should be differentiated to cater for different learning needs - it should not be a one size fits all approach.

## ● Learning for children with learning difficulties

Some children who are catching up or have a learning difficulty will need differentiated work that is appropriate for their learning needs. Teachers need to make sure that they plan carefully for these children and that they make extra contact with these families ensuring that they access the work. Some of these children are in receipt of interventions so they can catch up with their learning. Where possible these interventions are to continue either onsite or online. The delivery of the interventions may have to change to fit how the children are learning at home or at school.

The children who have Educational Healthcare Plans will all be invited to attend school. Families can choose if they would like their child to attend or learn at home. If onsite the child's 1:1 support will continue if needed or TA in bubble will support them. If at home this 1:1 support can also continue but it will be adapted to child and family's needs. The learning that these children do will be directed by the teacher.

### ● Providing feedback on work

- Teachers and Support Staff will acknowledge all students work and in depth mark all children's work at least once during the week for each subject area (this is in line with current school marking policy)
- Teachers can provide written or verbal feedback, or they can provide video links to further explain misconceptions/extend students' learning.
- As a minimum requirement work should be acknowledged daily and all feedback provided to students by the end of the school week.

### ● Keeping in touch with pupils who aren't in school and their parents

- Teachers should have organised small group video calls, using Google Meets, with students weekly, with the purpose of checking students wellbeing. Calls will last around 15 min, and provide students an opportunity to 'catch up' with other members of the class and their teacher. Teachers might like to play games or allow the students to talk freely with each other. These calls should be made on the same day at the same time each week so parents can plan this into their day.
- Teachers should be available to call students, using Google Meets, from the hours of 9am-3:15pm on school days, to support students with their learning or for safeguarding concerns. Students/parents may ask for a video call to support the student with their learning.
- Teachers will participate in two, one hour Google Meet drop in sessions per school day (1 x morning session; 1 x afternoon session - same time each day) Students can 'drop in' to receive help with their learning. Teachers may be asked to answer questions about the work, or show teaching examples for the students using their screen/whiteboard/paper. The purpose of these sessions is to support students, especially those who find independent learning difficult. Teachers may choose to use these sessions to teach online lessons if they would like to do so.
- For longer periods of school closure (longer than 14 days), teachers should make contact with all parents via email or ClassDojo, at least every two weeks to provide feedback on their child's progress/share something their child has done well. Emails can be short; the idea is to keep lines of communication open with parents and families. Any emails that are left unanswered, must be followed up with a phone call.
- Teachers should respond to parents/families within 24hours, except on weekends and holidays. Teachers are not expected to respond to emails outside of working hours.
- For any safeguarding concerns, follow our schools safeguarding policy. These concerns need to be addressed as soon as possible and, where possible, not left until the next day.
- For students who fail to complete work, the first step will be to email families to find out why a child has not completed their work. A record of comments need to be kept. If a parent does not respond via written communication, they will need to be phoned. This needs to happen as soon as possible so students do not fall behind.

## ● **Attending virtual meetings with staff, parents and pupils**

- Dress Code: dress professionally, the same as you would for work - no pyjamas.
- Where possible, calls should not be made in personal bedrooms. Where this is not possible, position the camera so that it is facing a wall.
- Ensure there is nothing inappropriate in the background
- Teaching staff to ensure people within their household know that they are talking to students and to ensure everyone acts appropriately.
- Try to avoid areas with background noise where possible
- If sharing your screen, you have no tabs with sensitive information on them that students might accidentally see.

If a teacher is working in school, with a class/part class, they will be required to upload the same work that students are completing in class. As they will not be available for video calls, teaching assistants will be utilised to support those working remotely by participating in weekly wellness calls, making themselves available for calls to support students learning, etc.

## **2.2 Paid Members of Support Staff**

When assisting with remote learning, teaching assistants must be available between 9am-4pm.

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.

When assisting with remote learning, teaching assistants are responsible for:

### ● **Remote Learning for Individuals (If the teaching assistant is in school)**

- Teaching assistants will monitor the work individuals are completing at home.
- Teaching assistants will provide feedback and next steps to help students progress (these can be discussed with the class teacher)
- Teaching assistants will be available for video calls using Google Meet with any individual or small group that is isolating from the class if they need support with their work / weekly wellness check in.

### ● **Remote learning for partial closure**

- Teaching assistants will ensure they are available during work hours to support their class as directed by the classroom teacher. This may include:
  - supporting the class teacher to provide feedback (especially in the event of teacher illness/absence)
  - resource gathering
  - Participating in Google Meet video calls (both wellness calls and small group calls)

- **Attending virtual meetings with staff, parents and pupils**

- Dress Code: dress professionally, the same as you would for work - no pyjamas.
- Where possible, calls should not be made in personal bedrooms. Where this is not possible, position the camera so that it is facing a wall.
- Ensure there is nothing inappropriate in the background
- Teaching staff to ensure people within their household know that they are talking to students and to ensure everyone acts appropriately.
- Try to avoid areas with background noise where possible
- If sharing your screen, you have no tabs with sensitive information on them that students might accidentally see.

- **Homework**

- Teaching assistants will monitor the weekly homework both in school and if a partial closure were to happen
- Teaching assistants will provide feedback to teachers around homework, so that misconceptions can be addressed in class
- Teaching assistants may be directed by the class teacher to call the parents of students, who have not submitted their homework by the due date.

### **2.3 Paid Special Needs Assistant (SNA)**

When assisting with remote learning, SNA's must be available between 9am-4pm.

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.

When assisting with remote learning, SNAs are responsible for:

- **Remote Learning for Individuals (If the SNA is in school)**

*Remote learning for students on Education Health Care Plans will differ and the below points will not relate to all children. Class teachers will inform SNAs of the learning for children who have an Educational Healthcare Plan.*

- Teachers to provide remote learning content for the children. SNAs to support teachers with this and provide feedback.
- Alongside class teachers SNA will monitor the work their children are completing at home.
- SNA's will provide feedback to class teachers who can work with their SNA to provide next steps.
- SNA's will be available for video calls using Google Meet with their 1:1 (where a child is able to participate).
- Where a child would benefit from online tutoring, 1:1 may be asked to participate in daily short video tutoring sessions.

## 2.4 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring they have an adapted remote learning curriculum available, that staff can use when planning lessons. These will need to be a minimised version of in class learning as there are only two topic sessions a week.
- Working with teachers remotely to make sure all work set is appropriate and consistent with the remote learning goals for their subject
- 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
- Alerting teachers to resources they can use to teach their subject remotely.

## 2.5 SENCO

- To liaise with Classroom Teachers to prepare a remote learning plan for students that is in line with the needs in their EHCP.
- Maintain appropriateness of the provision

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through
  - Weekly Key Stage meetings
  - Reviewing work set online
  - Reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

The DSL is responsible for:

- ensuring the safeguarding policy is implemented in relation to e-learning

## 2.6 IT staff (Badger)

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're 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



## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- 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
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## 2.8 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
- 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 subject lead or SENCO
- Issues with behaviour – talk to SENCO.
- Issues with IT – Log the issue with Badger
- Issues with passwords/logins - Head of Computing / SBM
- Issues with their own workload or wellbeing – talk to their SLT Lead
- Concerns about data protection – talk to the data protection officer SBM
- Concerns about safeguarding – talk to a DSL or Deputy DSL
- Concerns about families with prolonged no contact - talk to SENCO who will discuss with EWO

## 4. Data protection

### 4.1 Accessing personal data

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

- If using a personal device, ensure you log off at the end of each session so other family members cannot access personal data.
- If calling families from personal phones (mobiles/landlines) that your number is blocked using either your phone settings or adding 141 before the number you are dialling.

## 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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.

It is important to ensure that:

- All emails to parents are sent through BCC, even when emailing parents of the same child to avoid sharing information

## 4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their work 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

- To follow the schools safeguarding policy
- Where a family is not engaging or contacting the school for prolonged periods of time then this becomes a safeguarding issue. Any families who have not responded to online learning or made any contact should be referred to the school's SENCO.

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Teaching for Learning Policy
- Feedback and Marking Policy
- Safeguarding and Child Protection Policy
- E-Safety Policy