

Grazeley Parochial Primary School

“Be courageous. Be strong. Do everything in love.”

1 Corinthians 16 v13-14

We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.

REMOTE LEARNING POLICY

DATE OF LAST REVIEW :

September 2020

REVIEWED BY :

Headteacher & ICT Leader

APPROVED BY:

ICT Committee

DATE OF NEXT REVIEW :

September 2021

REMOTE LEARNING POLICY

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AIMS AND INTENT

Statement of Intent

At Grazeley Primary School, we recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

ROLES AND RESPONSIBILITIES

School staff will:

- Adhere to this policy at all times during periods of remote learning;
- Report any safeguarding incidents to the DSL and asking for guidance as appropriate;
- Take part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software;
- Report any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Head Teacher or SLT
- Report any defects on school-owned equipment used for remote learning to an ICT technician.

Teachers

When providing remote learning for a whole class, teachers will be available between Monday to Friday during usual working hours. 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 line manager.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will provide daily learning tasks for Maths and English lessons plus reading (see appendix 1);
- Activities must include one English (reading/writing/spelling/SPAG); one Maths; and one other foundation curriculum subject and should link clearly to the medium term plans from the Grazeley Curriculum. Daily phonics lessons will be planned for EYFS/KS1. This work can set via Google Classroom;
- Provide live lessons twice a day (when a whole bubble is isolating) – one at 10am and one at 1.30pm using Google Meet or Microsoft Teams. Staff will follow the live lesson guidance (See Appendix 2)
- Teachers may use resources provided by Oak National Academy, RWI, Power Maths, White Rose Maths and BBC Bitesize, as well as other resources identified by school curriculum leaders (see Appendix 1 for further teaching and learning guidance);
- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not all only rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home;

- The work will be set daily and will be visible to children by 9a.m. on Google Classroom or immediately after a live lesson (if it is appropriate for children to wait for the input of a lesson before working on an activity).
- Weekly timetable will outline the work to be completed and give pupils a guide for structuring their school day at home. This will be visible by 5pm on Sunday evening on Google Classroom.
- Work collaboratively with other teachers to ensure consistency across the team/subject.
- Make sure pupils with limited access to devices can still complete the work. Ensure hard copies of learning activities planned by teachers are made available for identified parents for collection.

Providing feedback on work:

- All work submitted will be acknowledged by the class teacher via Google Classroom e.g. using the comment bank
- Feedback will be given on an individual, group or whole class basis. Feedback will be age appropriate
- Children must know when they have been successful and any next steps
- Use “Marks” function in Google Classroom to monitor pupil’s digital engagement and task activity

Keeping in touch with pupils who aren’t in school and their parents:

- No regular contact with parents is expected but teachers should respond to parent questions and any concerns they have about their child via the admin email or phone where necessary.
- Communication about remote learning will be outlined on our education platform – Google Classroom
- Teachers must not share personal contact details e.g. phone number or private email address
- If a parent complaint cannot be dealt with by the class teacher it should then be sent to SLT. Teachers may be asked to help provide a response or comment on the parental query.
- For any safeguarding concerns, refer safeguarding section below
- Should anything be unclear in the work that is set, pupils can ask via Comments on “Stream” on Google Classroom. Parents can communicate with class teachers via the admin email address. During a local or national lockdown, emails received from parents and pupils are to be checked daily, Mon- Fri, term time only. Teachers should respond to pupil/parent emails within 48 hours (excluding weekends).
- If there has been no communication from either a parent or child via ‘Google Classroom’ by day 2 of lockdown/self-isolation period starting, teacher will call parents/pupils on day 3. If no response, report this to SLT.
- Vulnerable pupils will be called either daily or weekly - CP/EHCP/identified pupils, this will be done by school admin team initially and any necessary follow up calls by Head Teacher/SENCO/DSL.

Individual Pupils Self Isolating

Children marked with an **X** in the register are absent due to COVID-19 circumstances i.e. have symptoms and they are awaiting a test.

- Teachers, with the support of teaching assistants, are responsible for sending home learning from the start of the pupil’s isolation period. This will be found in Google Classroom in a topic called “Stuck at home? No problem!” and will only be assigned to a child when the teacher has been informed the child is isolating. The work will be relevant and age-appropriate allowing the child to practise work being covered in the classroom during the current term and providing opportunities for consolidating skills. The work will include online educational resources and, where necessary, paper packs will be provided.
- Teachers will acknowledge pupils work and give short but focused feedback. Children should know when they have been successful and any next steps.
- Any teacher/parent communication can be maintained via the admin email (if parents need further support with a particular issue, teachers may follow up the query with a phone call).

Teaching Assistants

Teaching Assistants should be available during their normal working hours on days they are normally required in school. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

Teaching assistants will:

- Support class teachers (this could be across the school dependent upon the requirements of the school) with the remote learning offer
- Prepare resources
- Support individual pupils where possible – liaise with class teachers to support planning and resourcing for differentiated learning
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues

Subject Leader

Alongside their teaching responsibilities, subject leads will:

- Consider whether any aspect of the subject curriculum needs to change to accommodate remote learning
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent
- Monitor the work set by teachers

Head Teacher and Senior Leaders

Senior leaders will:

- Co-ordinate and reviewing the remote learning approach across the school;
- Monitor the effectiveness of remote learning, for example through contact with teachers, subject leaders and reviewing work set or reaching out for feedback from pupils and parents;
- Work in partnership with staff to identify which families may have no access to the internet and ensure teachers are making hard copies of activities available to parents for collection (see appendix);
- Arrange any additional training staff may require to support pupils during the period of remote learning;
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Ensure that staff, parents and pupils adhere to the relevant policies at all times;
- Review the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.

Designated Safeguarding Lead

The DSL's responsibilities are identified within the school's safeguarding policy.

- Attend and arrange, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaise with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identify vulnerable pupils who may be at risk if they are learning remotely.
- Ensure that child protection plans are enforced while the pupil is learning remotely, and liaising with Social Care and other organisations where required.
- Ensure all safeguarding incidents are adequately recorded and reported during the period of remote working.

Inclusion Manager (SENCO)

The inclusion manager is responsible for working with teachers to coordinate provision for pupils with SEND across the school. **During a period of enforced school closure, the inclusion manager will continue to :**

- Liaise with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required i.e. immersive reader;
- Support class teachers in their liaison with SEND pupils at home and their families;
- Ensure completion of necessary SEND paperwork and/or applications;
- Ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with class teacher, the Head Teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs;
- In partnership with teachers identify the level of support or intervention that is required while pupils with SEND learn remotely;
- Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day 9am – 3pm
- Join live lessons when invited by their teacher
- Complete work daily and send it to their teachers
- Seek help from the adults at home or teachers if they need it
- Alert teachers if they're not able to complete work
- Read daily
- Work hard and try their best

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work;
- Support their child(ren) as best they can and seek help from the school if they need it;
- Be respectful when making any complaints or concerns known to staff.

Governing Body

The governing body will:

- Monitor safeguarding, health and safety, staff and pupil wellbeing and the school's approach to providing remote learning;
- Prioritise key and urgent decisions in virtual meetings;
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Determine how to handle statutory procedures such as grievances and disciplinary panels, exclusions and complaints.

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 inclusion manager
- Issues with behaviour – talk to the inclusion manager or another member of SLT
- Issues with IT – contact IT Support (support@inspiredICT.co.uk)
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to the data protection officer (Office Manager)
- Concerns about safeguarding – talk to the DSL

ONLINE SAFETY

All staff and pupils using pre-recorded or live video or audio communication i.e. Google Meet or Microsoft Teams must:

- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Not record, store, or distribute video material without permission.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.
Staff not using devices or software appropriately may face disciplinary action (please refer to Code of Conduct)

Parental Engagement

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online
- Ensure parents are aware of the expectation of remote learning for their child(ren)
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

DATA PROTECTION

Accessing personal data

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

- Only use their school email account and never use personal messaging systems;
- Connect to the school network system using the school's remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises
- Have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure they log out after use. Do not allow access to the site to any third party. All staff to ensure that they do not save their password on their computer.

The Data Protection Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection;
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR;
- Ensuring that all computer programs used by the school for remote learning are compliant with the GDPR and the Data Protection Act 2018;

Processing personal data

- Staff members may need to collect and/or share parent's personal data such email addresses as part of the remote learning system (eg : year group email accounts).

- Staff are reminded they must collect and/or share as little personal data as possible online.

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 and not sharing password with anyone
- Making sure the device is locked if left unattended
- Not sharing the device among family or friends
- All staff to access emails and servers via the remote system. Staff who access emails via smart phone need to ensure two levels of security (ie: phone password and app password).

Safeguarding

Please refer to school's safeguarding policy

Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the school or government. At every review it will be approved by SLT and reviewed annually by the Governing Body.

Links with other policies

This policy is linked to our :

- Behaviour policy
- Safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Code of Conduct

APPENDIX 1: Teaching and Learning

All pupils will have access to high quality education when remote working. The school will use a range of teaching methods to cater for all different learning styles. These include:

- Current online learning portals – Google Classroom
- Quizzes
- Online materials
- Educational Websites
- Pre-recorded video or audio lessons
- Various reading tasks – e.g. comprehension, inference and prediction
- Daily challenges
- Times Table Rock Stars
- Read, Write, Inc.
- Purple Mash
- White Rose
- Well-being activities/PSHE
- Tapestry (Nursery and Reception)

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND. When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day;
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally;
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos;
- Use a range of visual tools e.g. Demonstrator; Flip Grid; Immersive Reader; To Simple; Purple Mash;
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked;
- 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 via marking and feedback;
- Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

All provisions for remote learning will be subject to the class group's age and ability. In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the head teacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

APPENDIX 2: Live Lesson Guidance

1. "Google Meet" is the video conferencing software currently preferred by Grazeley Primary School for remote learning. Microsoft Teams may also be used. No other video conferencing software should be used.
2. Class or group lessons must be scheduled in advance and should be held if a whole class is not at school for specific teaching objectives.
3. Teachers should never conduct 1:1 lessons with pupils.
4. There will be two members of Grazeley staff present at class lessons and the head teacher will be aware of the time and be invited to join.
5. Parents will be expected to agree to the **Live Lesson Guidance** via Parent Pay prior to a video meeting taking place.
6. Parents will be informed of times of live lessons and expected to be present at the lesson.
7. The meeting ID should be generated for each Meeting and will therefore differ on each occasion.
8. The link to the meeting will appear just before the lesson is due to begin (about 5 minutes before) and will be seen in the banner in the class stream in Google Classroom. This will be removed once the lesson is over.
9. All participants should be muted on joining.
10. Only children and staff of Grazeley Primary School will have access to meetings.
11. Children and staff should select a suitable, neutral location for your lesson with as few distractions as possible and blur your background (if possible) or select a place where the background is neutral and not displaying lots of personal items. This should not be a bedroom.
12. Students' and teachers' behaviour and dress must be appropriate at all times. If students are not suitably dressed or if any behaviour is inappropriate, staff will end the online lesson immediately then email parents to inform them of the reason for this.
13. Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.
14. Children are encouraged to report concerns during remote and/or live streamed sessions by use of the chat function, initiating a private chat with an adult on the chat or by telling their parent.
15. If a remote lesson is recorded, participants will be informed and the recording will be stored only in the school Google Drive folders.
16. Teachers and children should communicate appropriately and respectfully

APPENDIX 3: Guidance Information

How to order laptops and tablets during coronavirus (COVID-19) : <https://get-help-with-tech.education.gov.uk/devices/how-to-order?fbclid=IwAR0u4nWvUvhjWAmN56ZATBJNc3wLqxTxU8LXTGClqVLjEnTE31MVNpPGkWY>