Ouston Primary School Remote Learning Policy

Approved by the Governing Body: October 2020
Reviewed: January 2021

1. Aims

This remote learning policy aims to:

> Ensure consistency in the approach to remote learning for pupils who aren't in school

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

This policy applies when the majority of the school or a class/year group of pupils are not in school. For Remote Learning for individual pupils, see Section 7.

Overview of Curriculum Provision During a Period of Lockdown

Where the majority of pupils are working from home and school is open to vulnerable pupils and those where parents/carers are a Key Worker, all pupils will follow the same curriculum and complete the same learning tasks. Lesson videos prepared by teachers will follow the same structure as usual in-school lessons and all learning tasks will be delivered by their usual teacher in order to keep the learning experience as close as it can be to a usual school lesson. This will usually be able to start immediately at the beginning of a lock down period as pupils, parents/carers and staff are familiar with these procudures.

We are using OBS Studio to create lesson videos delivered by the Class Teacher. These allow parents/carers to plan an appropriate daily timetable that accommodates the needs of the family and allows siblings to access lesson tasks effectively, particularly where multiple devices are not available.

It is expected that our Remote Learning provision will take pupils around 3 hours each day to complete. In addition to this there will be a range of other activities children may want to try, Zoom meetings, Video Assemblies and Intervention sessions for some pupils.

We will also send you support materials for aspects such as Online Safety, Engaging Children through Positive strategies and Reward charts and emotional health and well being.

Regular newsletters will be sent to keep our school community connected in addition to other strategies such as posting letters/cards to pupils working at home.

School will support families to access devices where a need is identified.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers should be available to work during their usual school 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.

When providing remote learning, teachers are responsible for:

> Setting work for their own class each day. This will include daily Maths and English lessons plus a weekly Science, RSE and PE/Physical Activity task. These will follow the same curriculum blocks as if we were all in school.

> Setting ICT, History or Geography, RE, Music and Art/DT tasks in addition to the above if the period of absence is longer than two weeks. These will be the usual curriculum blocks we would cover that term. *During the January/February lockdown period, these will be spread across the half term, with a focus on one of these subjects each week. Organisation of these subjects will be reviewed again for any further remote learning periods.*

> Reception and Nursery classes will have daily Maths and English tasks plus additional lessons each week which relate to other areas of learning within the Early Years Curriculum.

> Ensuring that tasks set are matched well to the needs of the class, including SEND pupils and the most-able.

> Setting the work by 4pm the day before. This will be in the form of a daily Maths and English video lesson using OBS Studio (Teachers to see Appendix 1 – OBS Screen Recording Guidance') plus additional task sheets as needed.

> Lesson videos for other subjects should be sent out on Mondays wherever possible, allowing pupils and parents/carers to plan these into their week as needed.

> Sending the lesson plans to parents/carers in the following ways:

  - If the file is small enough, by Class Dojo

  - Larger files will be uploaded to YouTube as an unlisted video. The URL link will be sent to parents/carers via Class Dojo.

  - For parents/carers who request this, and depending on the current local/nation guidance, a paper copy of tasks sheets can be collected by the parent/carer from the School Office. The teacher will let the parent/carer or the School Office know when this will be ready for collection. The vast majority of parents/carers are able to access Class Dojo on phones or ipads/tablets and so should be able to access the Maths and English videos daily.

  - Wherever possible, all tasks and resources for a day will be included in **one** Class Dojo post to make this easier to access for parents/carers.

Please note, wherever possible at the beginning of a period of Remote Learning, pupils will be sent home with the following:

  - A Maths exercise book

  - An English exercise book

  - An exercise book for other subjects

  - A number of reading books

  - Their school pencil case

Where a period of Remote Learning is required to begin without prior notice, we will arrange for

the resources above to be collected in a safe way. This will involve staggered collection of these from the school hall between 4-6pm on allocated days. Parents/Carers will be informed of these arrangements.

> Receiving completed work from pupils/parents/carers in the following ways:

  - A photograph of the completed work added to the child's portfolio on Class Dojo

  - Some tasks can be completed using the Journal feature within the portfolio area on Class Dojo.

- If unable to use the child's portfolio area, a photograph of the child's work attached to a message to the teacher on Class Dojo.

- We have also started to use a resource 'Purple Mash' which allows teachers to set tasks and for pupils to upload/save completed work. Pupils and staff are currently familiarising themselves with this resource and it may be used for future Remote Learning.

Please note that teachers will send instructions to parents/carers about how to set up the portfolio feature within Class Dojo.

> Providing feedback to pupils on their work via Class Dojo. This may be done on a daily basis as work is received or as overall feedback for all work completed at the end of the week. Additional messages or feedback may need to be given by a Teacher where a child is having difficulty with a task. Some feedback may also be incorporated into Maths and English videos on a weekly basis and discussed during Zoom meetings.

> Uploading samples of Maths/English videos and task sheets to a folder on the Ouston Primary Cloud each week. This will allow Subject Leaders and members of the Leadership Team to monitor the quality and consistency of these, the level of challenge offered and to check what has previously been covered in case of teacher absence from remote teaching role. This will also allow the SENCO to check that work set for SEND pupils appropriately matched to their needs and current Support Plan targets. Senior Leaders are also able to monitor Class Stories within each year group.

> Scheduling at least three Zoom calls each week so that the Class Teacher can discuss the learning with the children and check on how everyone is doing. Teachers will send a Zoom invite via Class Dojo (Teachers to see Appendix 2 'Zoom Call Guidance') for children to attend if they need additional guidance and support with the work. Arranging the call for the same time each day will offer consistent support for children and parents. Teachers should be available for the duration of the zoom meeting, allowing children to join and leave during the given time. It will be worth explaining to children and parents that they may have to wait in the waiting room while the Class Teacher supports small groups. These Zoom calls will also provide valuable interaction for the pupils with class teachers and peers.

> Keeping a record of tasks completed by pupils each week and if these have been completed successfully or there have been any difficulties.

> Getting in touch with parents/carers via Class Dojo if the Teacher is not receiving any completed work from their child. Additional support, advice and strategies/organisation may be required. The Teacher to contact the Headteacher or Deputy Headteacher if they feel they need additional help with a situation of this type or have concerns about the child/family.

> Sending the Headteacher an overview of pupil engagement with learning tasks each week for their class. The Headteacher will then contact parents/carers of pupils where there are concerns about engagement/completion of work.

Please note that from October 2020, teachers are sending some Homework tasks to parents/carers, asking for completed tasks to be returned and giving feedback using the strategies outlined above. This will give pupils, parents/carers and staff the opportunity to become familiar with these procedures prior to a full Remote Learning situation.

2.2 Teaching assistants

To support Teachers in providing Remote Learning, Teaching Assistants must be available during their usual school 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.

When assisting with remote learning, teaching assistants are responsible for

> If the class the Teaching Assistant usually supports is not in school and the Teaching Assistant has also been advised not to be in school, the Teaching Assistant would support the Class Teacher with Remote Learning tasks for the class. This may include creating resources and task sheets for some lesson activities.

> Higher Level Teaching Assistants who usually provide PPA cover for this class would be expected to plan the lesson tasks for the class that afternoon as usual and send to the Teacher to pass on to Parents/Carers.

> If the vast majority of pupils are not in school but school remains open for key worker and vulnerable pupils, Teaching Assistants will be asked to cover small groups of pupils in school, support them with the Remote Learning tasks set by teachers and send photos of completed tasks to teachers if needed. During the current lockdown period, Teaching Assistants are supporting groups in the mornings and then covering groups in the afternoons to allow teachers to plan lessons for the following day. Teaching Assistants may be asked to plan some tasks for these afternoon sessions.

> If no pupils or staff are in school at all, tasks and projects linked to the School Development Plan will be assigned to Teaching Assistants by the Headteacher/Deputy Headteacher.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

> Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

> Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school (Headteacher)

> Monitoring the effectiveness of remote learning through a weekly check of work tasks and videos uploaded to the Ouston Primary Cloud/Class Dojo and weekly virtual Staff Meetings. This will include a check of how well tasks are matched to the needs of the class/year group, including SEND and most-able pupils.

> Weekly communication with SEND pupils to check how these pupils are managing with Remote Learning and to support as needed (SENDCO)

> Providing weekly Assembly videos to be shared with pupils at home and in school (Headteacher – RRSA Assembly on Mondays, Golden Assembly on Fridays

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations (Headteacher/Deputy Headteacher and IT Team)

> Providing a regular newsletter and other forms of communication to parents/carers (Headteacher)

2.5 Designated safeguarding lead

Where our school remains open, the Designated Safeguarding Leads and Deputies are fully aware of their vulnerable children and those they are expecting into school each day, should that child not arrive then the Designated Safeguarding Lead or Deputy will make contact with the parent or carer immediately and if no response contact front door services immediately.

Designated Safeguarding Leads/Deputies and our PSA (Mrs C Donnelly) will continue to contact vulnerable children and their families in the following timescales if the school is closed or these children are not on site: children the subject of a Child Protection Plan (daily), children who have a Child in Need Plan (twice weekly), Looked After Children (twice weekly dependent on the child's individual placement needs) or children with an Early Help Plan (weekly). If there are any issues raised during this time regarding their care, safety or ability to be contacted then the Designated Safeguarding Lead/Deputy/PSA will follow their local safeguarding procedures and contact their local front door services immediately (as per our Child Protection Policy – First Contact 03000 267 979)

Please note that in the case of a full lockdown situation, a Child Protection Policy Addendum will be added to the school website with more specific details relevant to the current situation.

2.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and 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 staff with accessing the internet or devices

> Preparing devices to be loaned to pupils learning from home

2.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

> Complete work to the deadline set by teachers

> Seek help if they need it, from their parents/carers, teachers or teaching assistants

Staff can expect parents/carers with children learning remotely to:

> Make the school aware if their child is sick or otherwise can't complete work

> Support their child in accessing tasks from Class Dojo and support as needed when completing tasks.

> Monitor their child's use of any online activities and ICT equipment.

> Seek help from the school if they need it

> Be respectful when making any complaints or concerns known to staff

Please note that school expects the learning tasks sent home to be completed by all pupils and will make contact with parents/carers if this is not the case.

2.8 Governing Body

The governing body is responsible for:

> Monitoring the school's approach to remote learning to ensure education remains as high quality as possible and 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 the Headteacher or Deputy Headteacher

> Issues with IT – talk to IT staff

> Issues with their own workload or wellbeing – talk to the Headteacher or Deputy Headteacher

> Concerns about data protection – talk to the Headteacher or School Business Manager

> Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

> Only have access to personal data (parent/carer emails) via Class Dojo

> Use school devices (ie laptop/tablet) to access the data – rather than their own personal devices

> Continue to follow the schools Data Protection Policy

4.2 Processing personal data

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

4.3 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

> 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

Staff will continue to follow the ICT Acceptable Use Policy during periods of Remote Learning

5. Remote Learning for Individual Pupils

Where individual pupils are not in school due to self-isolation and their class and teacher remain in school, teachers will not be able to send daily Maths/English videos as in our full remote learning plan but will ensure that these pupils cover the same Maths/English objectives as the rest of the class in school and tasks relating to Foundation subject learning taking place each week. These tasks will be sent to the parent/carer via Class Dojo or a paper pack may be collected from the School Office. Feedback will be sent to the child via Class Dojo and a weekly phone call may also take place.

6. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection 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.