Heswall Primary Remote Learning Policy

Contents

1. Aims

This remote learning policy for staff 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

2. Government Guidance

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, the government 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. This has been in place since 22nd October, 2020. 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, the government 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, the government expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day KS1, 4 hours in KS2, on average, across the school cohort
- 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
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- 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

The government expects 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. They expect schools to avoid an over-reliance on long-term projects or internet research activities.

3. Roles and responsibilities

3.1 Teachers

In line with government law, teachers will need to provide immediate high-quality online and offline resources closely linked to the school's curriculum expectations to **any** pupils who are required to isolate.

If teachers unable to work for any reason during this time, for example due to sickness, this should be reported to a member of the SLT by 8am and alternative remote learning provision will be made by the SLT.

When providing remote learning to a **whole class** or **individual**, teachers are responsible for:

Setting work:

- Teachers must set work on Google Classrooms – it will (as closely as possible) follow the medium term plans and any work that is taking place in the classroom.

- If **whole class, Lockdown (Key worker/ Vulnerable child provision only), or whole school isolation** is in place, work must be available online by 8.50am of the school day. In the case of **individual isolation,** work must be available as soon as possible in the working day.

- Work should be uploaded on Google Classroom in the class 'Remote Learning' file.

- Teachers, who work in job shares or teams, **must discuss with their colleagues** the division of provision of work and timelines when this should be uploaded.

Providing feedback on work

- Pupils should be asked to upload completed work to Google Classrooms. Teachers should provide marking documents for self marking if possible, and teachers must acknowledge each piece of work.

- Teachers should provide feedback within three days of submission, unless stated otherwise when set.

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

- When providing remote learning during a **whole class**, **Lockdown or whole school isolation**, teachers must frequently check the Google Classroom throughout the day.

- Teachers will be expected to respond on a daily basis to any emails sent by parents through the Google classroom. They will not be expected to answer emails after 5.30pm each day.

- If pupils fail to complete work, a gentle reminder may be sent by email. If pupils continue to fail to complete work- a phone call will be made from the school landline to ask parents if they need further support.

- **Creating recordings for class lessons**

Ensure that you are wearing appropriate dress if you decide to make any recordings for lessons. Ensure backgrounds are appropriate. Do not provide live streams and ensure all sessions are pre-recorded.

- **Provision in EYFS**

    Pupils who are isolating in EYFS will be provided with a series of challenge, to support their activities in school on Tapestry.

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their contractual hours

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

- Providing support whilst teachers are preparing Google Classroom resources during a working day in school.

- Supporting pupils who aren't in school with learning remotely – each class teacher will discuss with their TA the support they will need for Google Classrooms. This could include; marking of work online, setting work for individual children.

3.3 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 and advising teachers how they can amend their teaching and learning.

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

- Monitoring the remote work set by teachers in their subject by ensuring full coverage of NC and skills, this can be done alongside their termly monitoring.

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

3.4 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 regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead

Any safeguarding concerns in relation to remote learning must be referred to the Designated Safeguarding Lead or Deputy in their absence.

3.6 IT staff/SLT

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 SLT
- Assisting pupils and parents with accessing the internet or devices where possible.

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Respond to any communications form the class teacher.
- 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
- Use the class stream appropriately.

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

3.8 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

3.9 SENCO

The SENCO is responsible for:

- ➢ The SENCO will regularly monitor and review all children with SEND both in class and those working remotely.
- ➢ SENCO will check all Google Classrooms each week for SEND children to ascertain engagement.
- ➢ SENCO will liaise with class teachers to identify where contact needs to be made with appropriate families.
- ➢ SENCO will attend all conference calls/online video meetings remotely.
- ➢ SENCO will support staff when needed.

4. 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 SLT
- Issues with IT – talk to SLT
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to SLT
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

All personal emails provided by parents must be used for remote learning purposes only..

Staff are reminded to collect and/or share as little personal data as possible online.

5.2 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes,:

- Keeping the device password-protected
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends whilst logged into Google Classrooms
- Using an encrypted stick or the Google Drive to store any identifiable documents.
- See E-Safety Policy for further details

6. Safeguarding

Any safeguarding concerns should be logged on CPOMS and referred immediately to the DSL/Deputy Safeguarding Lead.

7. Monitoring arrangements

Remote learning will be monitored and reviewed on a regular basis by SLT, through: examination of online provision in each Google Classroom, discussion with staff, children and parents .Coordinators will also be encouraged to find an opportunity to monitor their subject by ensuring online provision aligns as closely as possible to each year groups medium term planning and skills progression.

8. Summary of Heswall approach to remote learning

Heswall Primary- Approach to Remote Learning	
Scenario	**Action**
Individual pupil isolation	**Individual isolation will occur for the following reasons** - A child has symptoms of coronavirus themselves and therefore must remain absent from school for 10 days unless a negative test is received - An immediate family member displays symptoms of coronavirus and therefore the child must self-isolate for 10 days unless a negative result is received - A child is identified through the government track and test system, as a direct contact of someone with coronavirus and is asked to isolate by the system.

	• A child has returned from a holiday and is place in quarantine for a period of time **Actions to be taken** The office will update a COVID register daily, highlighting the date that a pupil is unable to attend school and a data a provisional return (this may change depending on symptoms). Class teachers will be emailed after registration, to alert them to the need for provision of remote learning. This must be uploaded as soon as possible on the first day of absence as directed by law. Parents will be directed to their child's Google Classroom account, where daily home learning tasks will be provided. Teachers may chose to upload their remote learning on a daily or weekly basis. Additional time to upload and photocopy work can be gained by asking TAs to fulfil classroom management task- eg taking the register. Teachers must alert SLT to the need for additional time for preparation of remote learning, if the demand begins to impact on their class teaching. Teachers will ensure that learning is closely in tandem with learning in the classroom. Parents may be signposted, by teachers, to resources such as Oak Academy, Bug Club, TTRS and White Rose, if they provide additional support to remote learning. Printed resources will be dispatched to families (either through home delivery or post) if Internet access is a barrier to learning.
Class/bubble lockdown	**Class/bubble lockdown will occur for the following reasons** • A member of staff in the class/bubble has a positive test result for Covid-19 and has had direct contact with the class • A child has a positive test result for Covid-19 and has had direct contact with the class **Actions to be taken** Year group teachers will move to online learning via Google Classroom to continue a high quality curriculum at home. This may not necessarily be the class teacher, if they are the member of staff, who has tested positive for the virus. They will continue following the coherent long term plans that already exist. This sequence will follow the rigour of a normal working day. Staff may pre record explanatory videos to introduce new content, if they feel this would enhance learning. They will be expected to feedback to pupils about their work and set work, daily. The use of

	current online platforms such as Bug Club, White Rose, TT Rockstars and The Oak National Academy will be used to supplement work created by class teachers. A full day's work must be available online at 8.50am every morning. Printed resources will be dispatched to families (either through email or hand delivered) if internet access is a barrier to learning. SEND pupils will have learning catered to their individual needs, as it is in the normal classroom environment.
Child returns from individual isolation after 14 days , but class have gone into full isolation whilst the child was away.	It may be the case that a pupil may be ready to return to school after 14 days isolation, but during their period of isolation, there has been a positive case in the class and the whole class (and teacher) are isolating . In this case the pupil will return to school, but will join another year group 'bubble'. A full curriculum will be provided, remotely, to the pupil's actual class who are isolating. At the discretion of the teacher who is leading the year group bubble the pupil has joined, the pupil attending school may; • Follow the remote learning during lesson time prescriptively, with teacher guidance • Integrate the child in their own class teaching, if this complements the remote learning for their own year group • Or use a combination of both approaches, as they deem appropriate to achieve the best possible learning outcomes for the pupil and their own class.
Whole school lockdown- remaining open for key workers/vulnerable children	**Whole school lockdown** (with exception of key workers and vulnerable children) will occur for the following reasons • The Prime Minister declares a Nationwide lockdown, allowing schools to be open to key workers/ vulnerable children only **Actions to be taken** Office staff, SLT and teachers will be contactable by email Year group teachers will provide flipped learning – teaching lessons to Key Worker children in the classroom that will also be available via Google Classroom to remote learners, to continue a high quality curriculum at home. This may not necessarily be the class teacher, if they are the member of staff, who has tested positive for the virus. They will continue following the coherent long term plans that already exist. This sequence will follow the rigour of a normal working day. Staff may provide explanatory videos to introduce new content and they would be expected to

	feedback to pupils about their work and set work, regularly. The use of current online platforms such as Bug Club, White Rose, TT Rockstars and The Oak National Academy will be used to supplement work created by class teachers. A full day's work must be available online at 8.50am every morning. Printed resources will be dispatched to families (either through email or hand delivered) if Internet access is a barrier to learning. SEND pupils will have learning catered to their individual needs as it is in the normal classroom environment.
Whole school lockdown	**Whole school lockdown** will occur for the following reasons • An outbreak is declared in school by the Health Protection Team • A local lockdown is announced by Wirral Council and school are forced to close for a period of time **Actions to be taken** Office staff, SLT and teachers will be contactable by email Year group teachers will move to online learning via Google Classroom to continue a high quality curriculum at home. This may not necessarily be the class teacher, if they are the member of staff, who has tested positive for the virus. They will continue following the coherent long term plans that already exist. This sequence will follow the rigour of a normal working day. Staff may provide explanatory videos to introduce new content and they would be expected to feedback to pupils about their work and set work, daily. The use of current online platforms such as Bug Club, White Rose, TT Rockstars and The Oak National Academy will be used to supplement work created by class teachers. A full day's work must be available online at 8.50am every morning. Printed resources will be dispatched to families (either through email or hand delivered) if Internet access is a barrier to learning. SEND pupils will have learning catered to their individual needs as it is in the normal classroom environment.

Vulnerable children	Children who are in receipt of FSM, will be entitled to a daily meal. Arrangements will be made for this dependent on circumstances.