

# Denton Primary School Remote Learning Policy

## **Context**

The remote learning policy details how the facilitation of home learning will operate within Denton Primary School to meet the needs of the DfE guidelines and provide our children with a broad and balanced education. The purpose of this is to ensure access to high quality learning if children are not able to attend school for any prolonged illness or if advised to self-isolate due to COVID-19. It is not an alternative to attending school for elective home education or unauthorised absence. Remote learning will start from the first day of a child's absence.

The curriculum for Remote Learning will, where at all possible, match that taught in school so that all children continue to make progress in their learning whether accessing the full curriculum in-school or remotely. It will address academic, physical, and social and emotional learning.

Through the implementation of this policy, we aim to address the key priorities associated with Remote Learning, 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.

## Key Roles and Responsibilities:

<b>Governing Body</b>	<ul style="list-style-type: none"> <li>- Monitor the implementation of the school's Remote Learning Policy.</li> <li>- Ensure that staff are certain that Remote Learning systems are appropriately secure for both data protection and safeguarding reasons.</li> </ul>
<b>Headteacher and SLT</b>	<ul style="list-style-type: none"> <li>- Ensure that there is a strategic plan in place for Remote Learning.</li> <li>- Ensure that staff are supported with training and the resources needed to deliver Remote Learning.</li> <li>- Door-step visits when required to deliver remote learning packs where access to technology is limited.</li> <li>- Ensure that every child who is absent, and requires Remote Learning, has appropriate arrangements in place to access to the full curriculum.</li> <li>- Monitor Remote Learning curriculum provision across the school.</li> <li>- Communicate with parents to ensure that children are engaging in Remote Learning.</li> <li>- Acknowledge children's achievements in Remote Learning (in conjunction with class teacher).</li> </ul>
<b>DSL</b>	<ul style="list-style-type: none"> <li>- Ensure appropriate safeguarding arrangements are in place during Remote Learning.</li> <li>- To be point of contact for staff to raise any concerns that are highlighted during remote teaching.</li> <li>- See safeguarding policy and E-Safety policy.</li> </ul>
<b>SENDCO</b>	<ul style="list-style-type: none"> <li>- Liaising with the class teachers to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.</li> <li>- Ensure that pupils with EHC plans continue to have their needs met while learning remotely.</li> <li>- Liaising with the Headteacher and other organisations to make any alternate arrangements for the pupils if required.</li> </ul>
<b>Class Teachers</b>	<ul style="list-style-type: none"> <li>- Teach children the skills and knowledge to confidently access online learning (Google Classroom, Zoom, Microsoft Teams).</li> <li>- Ensure learning provision is made via either online learning or a paper pack for every day of a child's absence.</li> <li>- Support and give feedback on every child's Remote Learning work and address any misconceptions.</li> <li>- Contact parents via phone if a child does not access learning from home.</li> <li>- Feedback to SLT if there are concerns or they require support.</li> <li>- Report any safeguarding concerns that arise using cause for concern form (paper copy or electronic template) and follow school procedure.</li> <li>- Hold weekly planning meetings with TAs, remotely if necessary.</li> </ul>
<b>Teaching Assistants</b>	<ul style="list-style-type: none"> <li>- Support teachers to collate items for the Remote Learning Packs.</li> <li>- Support teachers to create online resources.</li> <li>- Complete interventions with children who require additional support.</li> <li>- Attend weekly planning meetings, remotely if necessary.</li> </ul>
<b>Office Staff</b>	<ul style="list-style-type: none"> <li>- Monitor absence and inform SLT.</li> </ul>

<b>Parents</b>	<ul style="list-style-type: none"> <li>- Ensure their child completes the Remote Learning set at times during the day that suit their home arrangements.</li> <li>- Communicate with school staff if they require support or reassurance about the Remote Learning content.</li> <li>- Liaise with teachers if they deem their child too ill to access Remote Learning.</li> <li>- Ensure their child uses the equipment and technology used for Remote Learning as intended and adhere to E-safety agreements on internet use.</li> <li>- Respect the home school agreement.</li> </ul>
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## Resources

- As with all learning, the school will use a range of different teaching methods during to help explain concepts and address misconceptions.
- Reasonable adjustments will be made to ensure that all pupils, including SEND, have access to the resources needed for effective remote learning.
- Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- Work packs will be made available for pupils who do not have access to IT equipment or a printer.
- Pupils will be required to use their own or family-owned equipment to access Remote Learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the LA if they fall into the relevant category.
- Pupils and parents will be required to look after any equipment leant by the school and use it for Remote Learning only.
- Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback.
- The arrangements for any 'live' classes, will be communicated via email no later than one day before the allotted time.

## Online Platform

At Denton Primary School we are currently using Google Classroom and Zoom with a view to introducing Microsoft Teams and associated apps. All teaching staff will be fully trained on how to use all the above. The expectation is that, whilst in school, children will be trained on using these technologies. Where possible and practical, homework will be set via the remote platform throughout the year to ensure parents and children are confidently accessing it.

## Accessibility and Resources

Following the initial survey in the Summer term on access to ICT resources at home, an additional survey requesting more details will be completed in the second half of the Autumn term to audit access to ICT equipment especially for families with siblings requiring access. A home-school agreement will be drawn up between home and school when equipment is borrowed.

## **Online safety**

This section of the policy sits alongside the Staff Code of Conduct, the school's E-Safety Policy and the Zoom risk assessment.

All staff and pupils using video and audio communication must:

- Ensure that a parent or guardian is present.
- Follow the Staff Code of Conduct in all communications.
- Be situated in a suitable living area within the home with an appropriate background.
- Maintain the standard of behaviour expected in school.
- Not record, store, or distribute video or audio material without permission.
- Always remain aware that they are visible.
- Always remain aware that they can be heard unless muted.

Pupils not using devices or software as intended will be disciplined in line with the E-Safety and Behaviour Policy.

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 what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- 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.

## **Remote Learning Paper Packs**

If it is not possible for pupils to access online learning for whatever reason, paper packs will be created for children with relevant learning activities to continue the curriculum work at home. Teachers are responsible for making these packs and ensuring they are relevant and build on prior learning. Children will be sent home with their stationery to complete the work. If children are isolating before packs can be given out, SLT will make doorstep drops following procedures to mitigate against the spread of COVID-19. Feedback will be given over the phone or via email for those few children that will require a paper pack.

## Expectations for Remote Learning: Children

Children will be set similar activities and learning to that which would have been followed in school. Where possible, the planned in school activities and timetable will be adapted for Remote Learning. For example:

Early Years	Staff will set specific daily tasks that replicate the types of activities the children would have accessed in school (continuous provision). This will include phonics (including early listening skills), number work, and where appropriate, reading and writing. Parents will be supported and encouraged to upload photographs and/or videos of their child to Tapestry.
Key Stage 1	Where possible, teachers will replicate the in class learning and timetable. This will include: <ul style="list-style-type: none"><li>• Daily phonics</li><li>• Daily maths task</li><li>• Daily reading</li><li>• Daily writing</li><li>• Sequenced topic learning</li><li>• Physical activity</li></ul>
Key Stage 2	Where possible, teachers will replicate the in class learning and timetable. This will include: <ul style="list-style-type: none"><li>• Spellings</li><li>• Daily maths task</li><li>• Daily reading, including comprehension</li><li>• Daily writing</li><li>• Sequenced topic learning</li><li>• Physical activity</li></ul>

## Expectations for Remote Learning: Teachers/Staff

If one or a small group of children are absent from their bubble, the class teacher will provide Remote Learning and feedback. The content of the learning may be 1 day behind the class in school. If the whole bubble is absent or the school is closed, we will expect both teachers and TAs to work their allocated hours providing resources, feedback or setting Remote Learning tasks. We completely understand that there may need to be some flexibility of the hours/times at which staff are working. Where it is not possible for TAs to support Remote Learning, we would expect them to undertake professional development activities. If a teacher is unable to provide Remote Learning due to illness, SLT will organise appropriate cover and Federation resources and staffing will be used. If a member of staff is unable to work for any reason during a period of Remote Learning, they should report this immediately to SLT. Any complaints raised by parents or pupils should be shared immediately with SLT. Subject Leads are expected to support teachers with adapting the curriculum to Remote Learning and providing and relevant resources.

## **Supporting Pupils' Social, Emotional and Mental Health**

As well as providing Remote Learning for the academic curriculum, we will also ensure that we support a child's social and emotional development. This will be through a variety of strategies depending on the circumstances of the child but will include access to Making Me resources, the SCARF curriculum and where appropriate, online sessions with their classmates under the supervision. Where necessary, SLT will liaise with parents and contact outside agencies for support.

## **Assessment, Marking and Feedback**

All schoolwork completed through remote learning must be:

- Returned to the relevant member of teaching staff via our Remote Learning platform or email whichever is easiest.
- Marked and returned back to the child with feedback to be given as soon as possible.

Class teachers will use a variety of formative assessment to gain a secure understanding of each child's stage of their learning, e.g. through quizzes, retrieval activities and their independent leaning. Where possible, staff will use the instant feedback functions of Remote Learning platforms.

## **Safeguarding**

This section of the policy sits alongside the school's Child Protection and Safeguarding Policy. Where necessary, during a bubble or whole-school lockdown, a COVID-19 addendum will be added to the Safeguarding policy.

- The DSL will identify 'vulnerable' pupils in conjunction with class teachers, prior to the period of remote learning.
- The DSL, again in conjunction with the class teacher, will arrange for regular contact to be made with vulnerable pupils.
- Phone calls will made to vulnerable pupils regularly (at least once a week) and a log will be kept. If staff need to use their home phone/mobile phone, they will withhold their personal number.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Where a COVID secure home visit is deemed necessary, the DSL will be accompanied by another member of staff.
- In the event of a lockdown, vulnerable children will be invited into school part-time where possible, if local and national guidelines allow.
- Lunches/vouchers will be provided for those children who are eligible through pupil premium.

## **Data Protection**

- All staff should ensure that they only use work email addresses to communicate with parents and children.
- Staff should not store any pupil data on personal devices.

- If staff have to use personal devices to support Remote Learning, they must do so via the school's Remote Learning platforms, e.g. Google Classroom or Microsoft Teams.
- All staff members will take appropriate steps to ensure their devices remain secure as per in school guidelines.

## **Communication**

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents via letter, email and the school website about Remote Learning arrangements as soon as possible.
- The Head Teacher will communicate with staff as soon as possible via staff meeting and email about any Remote Learning arrangements.
- Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- As much as possible, all communication with pupils and their parents will take place within the school hours.
- Parents and pupils will inform the relevant member of staff if they are having difficulties completing the work set.
- All staff will be aware of GDPR when communicating with parents and pupils.
- The pupils' teacher will keep parents and pupils informed of any changes to the Remote Learning arrangements or the schoolwork set.

### **This policy refers to the following policies:**

- Behaviour policy
- Child Protection policy (and COVID-19 addendum if applicable)
- Data protection policy and privacy notices
- Home school agreement
- Staff code of conduct
- E-Safety policy

**October 2020.**

**This policy will be reviewed termly or after a period of 4 weeks of continuous Remote Learning.**