

The Priory CE VA Primary School

Inspiring a generation to learn, flourish and achieve in a caring, Christian community.



Remote Learning Policy

Remote Learning Policy (Includes Remote Learning Plan 2021-22)			
Approval	Board of Governors	Chairman	Sue Solly
Headteacher	Paul Ruffle	Ratification	
Date of last review	Oct 2020	Date of this review	Sept 2021
Date of next review	Annually	Maintenance	FGB
In Year Revisions/ Updates:			

1. Aims of the policy

This remote learning policy for staff aims to:

1. Ensure consistency in the approach to remote learning for pupils who aren't in school
2. Set out expectations for all members of the school community with regards to remote learning. This includes the annual Remote Learning Plan (**see appendix A**)
3. Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between their usual working hours. If they are 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:

2.1 a) Setting work

- o Teachers are expected to use Google Meet to teach 'LIVE' sessions for pupils who are unable to be in school because they are self-isolating. Teachers are expected to set work for pupils in their usual class who are unable to attend school due to the necessity to self-isolate or due to local/national lockdown restrictions.
- o Teachers are expected to set work which covers learning in the core curriculum (English and Maths), as well as relevant learning in the foundation subjects. Teachers can draw upon their own planning resources and/or online resources, e.g. those provided by Oak National Academy.
- o When the teacher is working as normal in school, work be set daily. When all pupils in the class are accessing remote learning (for example if the class bubble are self-isolating or schools are closed to most pupils), remote learning will be uploaded by 8.00am so that working parents can access the material in advance.
- o Work will be uploaded to Google Classroom for Years 1-6 and to the class blog page on the website for Year R until they are familiar with Google Classroom.
- o In addition to work set online, pupils will also be provided with their own Maths No Problem workbook (and the relevant textbook/copies of the relevant textbook lessons), as well as their CGP booklets.

2.1 b) Providing feedback on work

- o Teachers will access work set via Google Classroom through the usual system of pupils 'turning-in' assignments or uploading photos/PDFs. Teachers will access work completed in Maths No Problem workbooks and CGP books upon the pupil's return to school.
- o Teachers will provide feedback to pupils on Google Classroom work daily.

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

- o Teachers will keep a register as normal of pupils who are attending the 'Daily Meet'. If a class bubble is self-isolating, teachers are expected to make a weekly phone call to pupils who are not visibly engaging with Google Classroom learning.

- o Teachers are expected to answer typed questions from pupils and/or parents via Google Classroom, although there is no expectation for them to do this outside of normal working hours.
- o Any complaints or serious concerns shared by parents and pupils regarding remote learning provision should be referred to the Senior Leadership Team
- o Failure to complete/engage with remote learning should be referred to the Senior Leadership Team on a daily basis.

2.1 d) Attending virtual meetings with staff, parents and pupils

- o School staff will be expected to adhere to the usual dress code when attending virtual meetings.
- o The location of such virtual meetings will be chosen so as to avoid background noise and inappropriate displays (e.g. confidential information)

2.2 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- o Co-ordinating the remote learning approach across the school.
- o Monitoring the effectiveness of remote learning by checking the relevant Google Classrooms, through regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents. There is also a duty to ensure all pupils have access to the remote learning provision i.e. by providing a school laptop (with the appropriate filtering software on it) as necessary.
- o Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.3 Designated safeguarding lead

The DSL is responsible for:

- o child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding related to the provision of remote learning. Staff can also contact the DSL with concerns outside of school hours. The DSL shall monitor the safeguarding watchlist weekly and report attendance of vulnerable pupils to the LA as requested.

2.4 IT staff

IT staff are responsible for:

- o Fixing issues with systems used to set and collect work.
- o Helping staff and parents with any technical issues they're experiencing.
- o Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- o Assisting pupils and parents with accessing the internet or devices.

2.5 Pupils and parents

Pupils will follow the Acceptable use of IT guidance & 'Google Meet' rules (see Appendix B). Staff can expect pupils learning remotely to:

- o Complete work to the deadline set by teachers.

- o Seek help from teachers if they need it.
- o Alert teachers if they are not able to complete work.

Staff can expect parents with children learning remotely to:

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

2.6 Governing body

The governing body is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- o Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons. Ensuring that all pupils have equal access to this provision.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- o Issues in setting work – talk to the relevant subject lead, SENCO or Deputy Headteacher (curriculum)
- o Issues with behaviour – talk to the Deputy Headteacher (behaviour)
- o Issues with IT – talk to IT staff (Turn It On)
- o Issues with their own workload or wellbeing – talk to their line manager
- o Concerns about data protection – talk to the data protection officer (SBM)
- o Concerns about safeguarding – talk to the DSL. If the issue relates to an Online Safety Concern, they should speak with the Online Safety Champion (HT).

4. Data protection

4.1 Accessing personal data

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

- o Use the secure school Google platform
- o Use school-provided password-protected memory sticks / external disk drives

4.2 Processing personal data

Staff members may need to collect and/or share personal data 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:

- o 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)
- o 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
- o Making sure the device locks if left inactive for a period of time
- o Not sharing the device among family or friends
- o Installing antivirus and anti-spyware software
- o Keeping operating systems up to date – always install the latest updates

6. Monitoring arrangements

This policy will be reviewed every twelve months by the Headteacher. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

- o Behaviour policy
- o Child protection policy
- o Data protection policy
- o Home-school agreement
- o ICT and internet acceptable use policy
- o Online safety policy



The Priory Church of England Primary School

Appendix A - Remote Learning Plan 2021-22

Types of Remote Learning Offered

Children who are ill (with COVID or any other illness) are not expected to complete any home learning and work will not be set.

We will offer 3 different types of remote learning provision in the following scenarios:

Type of Remote Learning	Individual Isolation	Whole class (or 'Bubble') Isolation	Whole School Lockdown
Who is this for?	Children who have tested positive for COVID, but who are well enough to access work.	This is for whole classes who have been moved to remote learning for 10 school days because there has been a significant outbreak which continues to spread.	This is if the whole school is forced to close for a set time as a result of a local/national outbreak.
When does it start?	The day following notification i.e. if the school is informed on Tuesday that a child has tested positive, remote learning will start on Wednesday.	The first day of closure.	The second day of lockdown (this is to ensure arrangements for vulnerable children / critical workers are in place on day 1).
How will it be structured?	<p>The class teacher will still be teaching face to face. They will contact your child with the bespoke remote learning programme, usually consisting of:</p> <ul style="list-style-type: none"> • Daily Register via Google Meet. • Access to teacher inputs in Maths and English, where appropriate, via Google Meet. • Daily work set covering all subjects, usually a day in arrears of the class. 	Full remote provision (see below)	Full remote provision including Virtual Collective Worship (see below)

Expectations

The school expects every child to complete the work every day, just as they would in school. We understand this may not always be possible, but please inform the school if your child is experiencing difficulties completing the work.

The expectation set by national Government is that children in EYFS and KS1 need sufficient material for 3 hours learning a day. This increases to 4 hours for KS2.

Parents do not need to feel guilty if their child does not always manage to achieve this amount of home learning, but this represents our core offer to you.

- If your child is isolating as an individual, but they have not completed work for 2 days, we will stop providing remote resources until we are able to contact you as we will assume your child is unwell.
- If the class or school is in lockdown and your child has not engaged with remote learning for 2 days *and* we have not heard from you, we will follow our usual safeguarding procedures for unauthorised absence.

A Full Curriculum Offer

Our focus will be on Maths and English core skills, including number fluency and confidence with reading, spelling and grammar. We aim to set aside each morning for core skills learning and to see 'core' work completed by all children each day.

However, we also recognise that a broad and balanced curriculum is important during a prolonged absence from school. Therefore, we will provide a full curriculum offer (as far as this is possible under the current restrictions e.g. competitive sport) to all children, understanding that some families will be unable to complete this work every day.

During whole school lockdowns, we will also provide a number of 'whole school resources' to encourage whole school participation, connection and engagement.

- Weekly vlogs and challenges from staff on Youtube
- Daily Collective Worship opportunities
- Whole School Achievement Google Classroom Stream to share news and celebrate achievements
- Weekly Lockdown newsletter
- Weekly Arts Videos

A blended approach

We have decided to offer a blended approach to remote learning, using workbooks, textbooks, written tasks, practical activities and, of course, the latest in online technology. This will prevent a reliance on 'screen time', yet also provide children with access to direct teaching input.

All children are set up with the following online accounts:

- Google Education Suite
- IXL
- Times Tables Rockstars
- Oxford Reading Owl (for access to an online library)
- Reading Plus (Year 6 only)

All children are provided with the following 'physical' resources:

- Maths No Problem workbook
- CGP core skills books
- Exercise books and stationery as required

(Please note for sudden isolations it may not be always possible to have these physical resources at home, so pdf versions will also be made available as necessary).

All children will have access to direct teaching:

- Live teaching input from the class teacher via Google Meet
- Recorded sessions from the class teacher i.e. recorded voiceover linked to a Google Slide
- Links to Oak Academy

Access (i.e. laptops and broadband)

If parents do not have a suitable device for their child to be able to access their remote learning, please contact the school office. We will be able to assist with the loan of new DfE chromebooks and donated ones from our community.

During the Spring 2021 (lockdown 3), we were able to provide all pupils with a laptop who needed one, so please ask!

If you do not have a suitable broadband connection at home which prevents your child from accessing their remote learning, please contact the school office.

Supporting children with additional needs

If your child has additional needs and is unable to participate in the Daily Meet, please contact the school. We have a small group Google Classroom led by a specialist teaching assistant to tailor the learning for individual needs. Remote Learning will focus specifically on core IEP (Individual Education Plan) targets, especially around development of reading and number.

All EHC pupils are encouraged to be in school. Where this is not possible (i.e. tested positive) then their Learning Support Assistant will provide daily online support for a suitable amount of time i.e. 10 - 20 minutes due to concentration span.

As part of our regular approach in school, we are able to adapt learning tasks for individual pupils (e.g. assigned to them separately via Google Classroom). We adapt explanations of key concepts and resources to support learning (delivered during the Daily Meet or extended

workshops for targeted pupils). Older children are often encouraged to stay online for an extra input if they are feeling unsure about what they have to do (this works particularly well in Maths).

We will also make sure that our non class-based interventions (such as Speech & Language) will continue to take place remotely (if possible and where necessary).

Wellbeing and Mental Health Support

During whole class / whole school closures, Wednesday will be set aside to support pupils' mental health. An extra afternoon session will be prepared by the class teacher on one of the 6 ways to wellbeing, usually including a Circle Time:

- **Be active** - Go for a walk or run. Step outside. Play a game. Garden. Dance. Exercising makes you feel good. Discover a physical activity that you enjoy.
- **Keep learning** - Try something new. Rediscover an old interest. Sign up for a course. Learning new things will make you more confident, as well as being fun.
- **Give** - Do something nice for a friend or stranger. Smile. Volunteer your time. See yourself, and your happiness, linked to the wider community it's rewarding.
- **Connect** - with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community.
- **Take notice** - Be curious. Catch sight of the beautiful. Remark on the unusual. Savour the moment. Be aware of the world around you and what you are feeling.
- **Care for the planet** - Make small changes to your life that will reduce your energy use, recycle more, leave the car at home.

Online ELSA support requires specialist training due to the safeguarding risks and the school will not be offering that in 2021-22. If your child is struggling with their mental health during an isolation/lockdown, please contact the school.

Our Daily Remote Learning Programme (whole class/whole school closure)

Learning for the day (e.g. worksheets, instructions and links) called the 'Daily Download' will be uploaded on your child's Google Classroom by 8am each day (during individual isolations, this will be a day in arrears). This daily learning pack is really important and builds on what worked well in previous lockdowns. This pack can be worked through individually by the child at their own pace and can be completed even if there is very limited access to the full online offer.

Every Monday a weekly timetable will also be shared so children know what to expect during the week.

Daily activity starter (9 – 9.30am)

Every day will start with an activity session e.g. Joe Wicks Youtube link

Daily Meet with the class teacher (9.30 – 10am EYFS & KS1 and 10 – 10.30am KS2)

Using Google Meet (part of the Google Education Suite which each child has access to), the class teacher will host a daily meeting. This is intended to serve a number of purposes:

- Daily register. We expect children to attend this meeting, and non-attendance will be followed up as part of our safeguarding procedures.
- Opportunity to connect with classmates and the class teacher.
- Opportunity for the class teacher to explain the work for the day ahead.
- Opportunity for the class teacher to celebrate / follow up work done the previous day.

Google Meet works like any video conferencing platform (e.g. zoom) and there are safeguarding implications which parents need to be aware of. These are detailed at the end of this guidance.

If the times clash for siblings and you only have one shared device, please alternate attendance on different days.

Morning work / teacher contact (9.30 – 12)

Class teachers will be available all morning (via Google Classroom) to discuss, support and challenge your child with their set learning.

Children should complete the set work in Maths and English (approximately 1 hour duration for each subject). Work can be returned in a variety of ways including completing an assignment, Google doc or Google form or taking a picture of written work and uploading it.

The learning in Maths will consist of completing the Maths No Problem workbook, additional IXL problems or a separate challenge as directed by the class teacher e.g. using BBC bitesize, times tables rockstars or Oak National resources. **Teachers will record (or deliver live in the Daily Meet or an additional workshop) lesson instructions.**

The learning in English will include spellings to learn, a Talk 4 Writing booklet, CGP workbook and linked activities on IXL. The class teacher may devise their own activities or link to other useful resources such as Oak National.

Please note that the learning for younger pupils will focus on practical activities the children can do at home. It is still important for school to structure these opportunities for home learning, but also that it remains a play-based (rather than screen-based) curriculum.

Lunch 12 – 1

We suggest children and staff take an hour lunch break.

Afternoon 1 – 3pm

Afternoon work will be linked to another subject area e.g. Art or History (sometimes known as project work). It will usually be an hour duration, although children can spend longer on it if they wish.

Any work completed should be sent to the class teacher by 2pm if it is to be marked that day – of course, it can be sent later but it will not be looked at until the following day.

Children can still contact the class teacher between 1 and 3pm, although they may not get an immediate response as the teacher will be marking work and planning for the following day.

Please note on a Friday afternoon staff will not be available as they will be attending a planning meeting in school (or remotely).

Each day will finish with either a story or collective act of worship.

Staff will record or link a reading of their class book each day.

We also believe it is important to stay connected and meet regularly for online collective acts of worship. On Monday and Wednesday we will host a zoom meeting for all children at 2.30pm. On Friday we will host a YouTube Live Celebration, which seeks to promote our learners of the week, with LIVE shout-outs. These opportunities will enable the school to support children's wellbeing and 'character' education. We will use a variety of resources, including the Winchester Diocese, Priory church ministry team, PACE team and Heartsmart.

Monitoring Engagement and giving feedback

Teachers will check assignments 'turned in' on Google Classroom and work emailed in on a daily basis (Monday-Friday). We have set 2pm as a deadline for the children to get same day feedback. We also make it clear which pieces of work are core and which are more optional, as parents have said they find this very useful on 'stressful' days.

Teachers will feedback using a variety of means. Usually this is a comment or note next to the work submitted.

We take a register at our Daily Meet (children who are in school also attend this, so the learning offer is equitable wherever the children are). If pupils are not actively engaging with their learning (either by not submitting work, not attending live sessions or a combination of both) the class teacher will follow this up with a phone call after 3 days. As previously mentioned, if there has been no contact for 2 days the school will follow its standard safeguarding procedures for unauthorised absence.

A member of the Senior Leadership Team may be required to follow up if reluctance / non-engagement remains an issue. SLT maintain a watchful eye (e.g. checking attendance records daily) over all vulnerable children known to the school.

Comments and Questions

For any queries or issues, please contact the school via email in the first instance on office@prioryceprimary.co.uk

Appendix B Google Meet – Code of Conduct

This is a live video-conferencing app. Children (and other adults at home) have the potential to see and speak to other children in their family home, so we need to make sure all are protected.

Teachers

- Never join a meeting with a single child (groups of 2 or above minimum)
- Wear professional attire
- Use a background to block images of your home and where you live
- Mute all, except for registration
- Ensure all users have left the meeting before leaving yourself
- Ensure all recording disabled

Children

- Be fully clothed (NOT pyjamas)
- Younger children must be in a shared space with an adult to hand e.g. kitchen table. Older children must have their door open and an adult within earshot
- Parents must not be 'seen on screen' as this is a time for the children to see one another e.g. no sitting a child on your knee
- Calling out, rude gestures, inappropriate use of the chat bar etc. will not be tolerated – your access to Google Meet will be removed.
- Pupils must not set up their own Google Meet events and you must never join a meeting without the adult host present (this should have been disabled).
- To ask a question, please use the 'Raise your hand' button.
- Be kind and respectful.