

Buckshaw Primary School



REMOTE LEARNING POLICY

January 2021

1. Aims

This Remote Education Policy aims to:

- Outline Buckshaw Primary School's approach to educating pupils who will not be attending school as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating, but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils who aren't in school, including those with SEND, through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' physical, mental and intellectual well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them.

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19
- Children who are not attending school due to enforced Government/LA school closure.

3. Resources

- A survey of appropriate technology available in the home has been carried out throughout the Autumn 2020 Term and iPads provided to those in need
- Data cards sourced and available to families in need as and when required
- Pupils educated and have practised independent logging on and using online resources directed to by class teachers

- Books and other physical learning materials provided as required.

4. Teaching and Learning

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including PE, History, Geography and Art
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time', for example science investigations, maths games and PE. These will include some outdoor learning where appropriate
- Teachers will have access to a wide variety of resources to share remotely
- Resources will be quality assured by subject and Team Leaders, who will make ensure they are closely linked to current learning and the age/stage of the learners.
- Staff will have the training they need to provide online learning safely which has been monitored by SLT
- All pupils will have access to the resources they need to learn. We will ensure this by having appropriate resource e.g. phonics cards, maths equipment, at home
- Teachers will prepare video clips or Zoom which will communicate the purpose of activities for pupils to ensure that they understand what they are learning and how they can be successful.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, in an age appropriate way.
- SEND will not be a barrier to accessing the curriculum at home because the school will work in partnership with families with regular communication and bespoke support for each targeted pupil.
- COVID catch-up funding will be used effectively to run small targeted groups or individual tuition throughout the school, based on teacher assessment. These groups will be monitored for impact after 8 sessions. We will try to operate these online in the event of government guidance or the closure of a bubble
- Staff workload will be managed by regular communication with Team Leaders and the SLT.
- Senior Leaders will measure engagement in remote learning by working with Team Leaders and teachers to gauge strengths and weaknesses and use this information to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families and providing remote learning in different ways when necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

Resources will be shared with pupils and parents via all of our media outlets, such as the school website, APP, emails and Class Dojo.

We would encourage parents to support their children's work and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school office as quickly as possible so that other arrangements can be made to support them.

All children sign an 'Acceptable Use Policy' at school, which includes e-safety rules. This applies when children are working on computers at home. Parents/Carers also consent to our Remote Learning Agreement.

6. Roles and responsibilities

Senior, Team and Subject Leaders

Alongside any teaching responsibilities, subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Leading virtual meetings to ensure consistency across the school.
- Monitoring the effectiveness of remote learning, including by using pupil voice, auditing the work online and the resources produced for pupils.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers will be provided with the necessary training on how to deliver remote learning.

When providing remote learning, teachers must be available during usual teaching hours and working days.

Teachers unable to work for any reason during this time should contact the Headteacher and Team Leaders to ensure their classes are taught by other suitable teacher colleagues.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes and other classes when necessary.
- The work set should include subjects from the usual timetable for the class had they been in school, wherever possible
- Teachers will set work using Class Dojo, Purple Mash, Seesaw and include a short interaction via Zoom
- Daily English and mathematics work and one other subject will be set daily
- Planning and resources will be completed by each class teacher and will be monitored by SLT

Providing feedback on work:

- Reading, writing and mathematics work if they are uploaded
- Work in other subjects will be marked if they are uploaded
- Teachers will provide some form of feedback daily-either written or verbal.

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

- Teachers are expected to make daily contact through Class Dojo or via emails, or phone calls. This may be delegated to TAs
- If there is a concern around the level of a pupil's engagement, the teacher should ring a parent and talk to their Team Leader.
- Teachers should only use the school office email address or their school email address to communicate with parents and pupils. Parents and carers should use Class Dojo or the office email account bursar@buckshaw.lancs.sch.uk
- Teachers should check messages at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking.
- Where a family displays difficult behaviour or is unable or unwilling to engage, teachers will contact the SENCO, Deputy Headteacher or the Headteacher.
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view

Teachers will respond promptly to requests for support from families at home, by responding to their emails and updating their Team Leaders or the SENCO, Deputy Headteacher or the Headteacher.

Any complaints or concerns shared by parents or pupils should be reported to the Deputy Headteacher or the Headteacher or any safeguarding concerns, refer immediately to the SLT.

Staff who are required to self-isolate are expected to:

- Follow the normal reporting procedure for planned absence
- Obtain a test and share the result of it with school so that appropriate plans can be made
- Following contact with school, the School Business Manager may set up a referral to Occupational Health to support that individual
- If unwell themselves, teachers will be covered by another staff member in their team or SENCO. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during 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.

During the school day, teaching assistants must complete tasks as directed by their class teacher or a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher, Deputy Headteacher or SENCO
- Assist the class teacher with supporting pupils
- Prepare home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents and link pupils
- Complete work that accords with school improvement priorities

Designated Safeguarding Lead

The DSL and Deputy DSLs are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and will liaise with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHCPs
- Identifying the level of support required by pupils
- Ensuring that plans and resources promoted by LA are appropriate and these shared with staff.

The School Business Manager

The School Business Manager is responsible for:

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Communicates with the IT technician to ensure that he: Fixes issues with systems used to set and collect work; helps staff with any technical issues they are experiencing; reviews the security of remote learning systems and flags any data protection breaches to the data protection officer.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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.

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine.
- Support their children in their reading as far as they are able, so that they continue to read their home reading materials.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by Class Dojo or by contacting the school office via our email address: bursar@buckshaw.lancs.sch.uk
- Be respectful when making any concerns or complaints known to staff
- Consent to the Remote Learning Agreement.

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
- Ensuring staff workload is managed by Team Leaders and Senior Managers.

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to a member of SLT if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device.
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date.

8. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a designated safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the Senior Leadership Team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during your training.

Staff must ensure all communication with parents and pupils is conducted through Class Dojo, telephone or the school email following normal guidance and ensure this remains professional.

9. Expectations of staff during online meetings

When attending virtual meetings, all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

10. Links with other policies and development plans

This policy is linked to our:

Safeguarding

Behaviour policy

Data protection policy and privacy notices

Online safety acceptable use policy

REMOTE LEARNING AGREEMENT

(Agreement consent to be fulfilled via the school app)

As parent/carer you will take responsibility for:

- Ensuring your child has remote access from an appropriate area of the house, i.e. kitchen/sitting room.
- Other members of the household are aware of remote learning taking place.
- Other members of the household should not be seen or explicitly heard on the call.
- Your child should treat the call and behave in a manner as they would in class.
- Ensure that the session is fully logged out at the end of the call.
- Your child will only use the platform provided for their school work.

Thank you for your cooperation.