Remote Teaching
&
Learning Policy 2021

Formulated by	L Ashton
Approving Committee	Curriculum and Standards
Intended Audience	Staff, Parents, Pupils & all other stakeholders
Expected Formal Review Date	1.4.2021; however this is ongoing

1. Aims

This remote learning policy for staff aims to:

- o Ensure consistency in the approach to remote learning for pupils who aren't in school
- o Set out expectations for all members of the school community with regards to remote learning
- o Provide appropriate guidelines for data protection

2. Our Approach

At Primrose Hill, we appreciate the importance of keeping regular learning going during any periods of school closure. We are committed to ensuring that in the event of pupils not being able to access face-to-face learning in school that we can continue to provide academic and well-being support to pupils working from home.

We also understand that everyone's circumstances at home will be different. Some families have one child to support while others may have several. Some families may have one device to share while others may have more –and some things may work differently on different devices.   We also recognize that not everyone has a suitable place to study or that some parents/carers may themselves be expected to work from home and therefore may not have the time to fully support their child during their time online.

Due to this we aim to provide a flexible approach to remote learning, through offering a variety of live learning experiences and other work which can be accessed at other times.

3. Remote Educational Provision for Individuals Who Are Self-Isolating

In the event that individual pupils are confirmed to be self-isolating due to COVID, Class Teachers will message that particular child with information on how to access printed packs, videos and tasks for the different lessons so they are completing similar work as those in class. The child will then submit their work via Portfolios which will then be marked.

English and Maths will be prioritised but Science and foundation lessons will also be shared in a similar manner. Due to safeguarding rules, the use of live lessons will not be arranged for children who are self-isolating. However, close contact will be kept with the child and telephone calls will be made to the child by their class teacher – or another adult they are familiar with – every 48hrs. Daily contact via dojo will also be made.

4. Remote Educational Provision for Whole Class Closures

In the event of a whole class, phase or the whole school having to self-isolate, Primrose Hill will continue to provide high-quality learning to pupils whilst at home. The roles and responsibilities of the school community are outlined below.

4.1 Class Teachers

When providing remote learning, teachers must be available during their normal working 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:

- o Collaborating with our computing lead, Mr Samuel, to ensure that all pupils have their login details for Google Classroom and have a device in order to access the set work. Teachers will also provide pupils with any other additional resources they need, eg pencils, paper etc

Setting work via Google Classroom

- o Lessons will be available on Google Classroom from 09.30am each day, pupils will be encouraged to attend lessons at that time, however we appreciate this won't always be possible so the 11am and 2.30pm lessons will be able to be viewed at an alternative suitable time. Each live session will cover two subjects/themes. This means that 4 subjects will be covered each day. There will be an English and a maths lesson provided daily.

Children at home, or in school, will be given the same timetable during our period of closure. This is to ensure equality of provision for all children in that year group. We aim to provide live, quality online teaching and not rely on printed packs or activity sheets. All children, whether at home or in school, will join in with the live lessons broadcast twice daily.

9.30am until 11am

((o)) LIVE

LIVE BROADCAST

This session will be taught by one of your child's year-group teachers. There will be a variety of tasks covered in this live lesson!

During the live lesson, teachers will cover at least 2 subjects.; one of these may involve a story or a fun demonstration. Children in the same year group will have time to work and interact with each other. There will also be breaks provided to ensure that they will not get too tired. If your child's class teacher or support assistant is not delivering the lesson, they will be helping children in school. Children in school will also be joining in with this lesson! Everyone will be enjoying the same learning!

Task

11am—12pm

After the live lesson has ended. all children will be set a task from an online source such as the Oak National Academy. This will be a task they should be able to complete on their own. Their work will then be sent to their teacher for it to be looked at. It will then be lunch time for everyone. Lunch will be for one hour.

LUNCH 12pm—1pm : If you are struggling for food, please let school know. We will arrange help for this

1pm until 2.30pm

((o)) LIVE

LIVE BROADCAST

If your child's teacher is not leading this lesson, they will be doing the live teaching the following week. A rota has been drawn up for this.

Task

2.30pm—3pm

After the live lesson has ended. all children will be set a short activity, puzzle, question, creative task or problem, This will be a fun way and relaxed way to end the day. School will then end for everyone at 3pm. Children in school will be going home; children at home will be able to log off and get ready for the next day ahead!

- o Pupils will submit work to their teachers via Google Classroom or via ClassDojo (depending on what has been set)

Providing feedback on work submitted on Google Classroom

- o Teachers can access work submitted by pupils on Dojo/Google Classroom.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- o **Formative assessments will take place in every lesson that the teacher delivers as they would in class through questioning, responding to pupil's responses and assessment of the work**

completed in that lesson. Verbal feedback will be given through the lesson by praising good work, giving next steps for improvement and challenging them further with extension activities.

- o Teachers and TA's will respond to any work submitted on Dojo Portfolios and Google Classroom through marking (both automatic and manual), comments and giving next steps.

- o Planned activities throughout the week provide further opportunities for assessment such as quizzes at the beginning and/or end of lessons.

- o School has devised its own remote learning mark scheme utilising emojis. This is a convenient and quick way of marking work. It is also easily understood by pupils. Depending on the task, some pieces will have a light touch mark that shows the children and their parents that their work has been seen. Teachers will use our emoji marking code to acknowledge the work submitted and show our pupils that we value their efforts. School does however realise that the use of emojis does not replace the writing of comments, giving next steps, directing children to aspects of their work to correct, edit, improve or to challenge them with an extended task or extra questions. Instead, over the course of the week, teachers are asked to have a balance of light touch marking using the emojis for some work and some comments on other work. School also states that every child should have further comments in English and Maths, once or twice a week. For foundation subjects, more detailed summative comments should happen at least once over the half term.

- o Teachers and support staff of children who attend EYFS will be able to see children's engagement if they post pictures and videos on their Portfolio on Class Dojo. These will be viewed periodically throughout the day. Comments will be left on their portfolios within 24 hours.

Providing paper work packs for pupils without internet access

- o <u>School will do everything it can to get all children online</u>. Once all options to help get children accessing live lessons have been exhausted, Class Teachers will provide paper work packs for pupils who do not have access to the internet at home.
- o This work will be similar to the work uploaded on Google Classroom; however some work may not be suited to printed worksheets.
- o Feedback will be provided to pupils over the phone at least twice per week.

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

- o Teachers will be available to answer questions regarding work set during normal school hours and will not be expected to be available outside of this.

- o If a teacher receives any complaints or concerns from pupils or parents, these should be shared with the HT/DHT/AHT. Please see section below regarding safeguarding concerns.

- o If the Class Teacher has concerns that some pupils are not engaging with remote learning they should contact the family directly to resolve any issues and if the issue is still not resolved then refer on to a member of the SLT.

Delivering virtual learning for pupils and attending virtual meetings

- o Staff must continue to follow the school dress code whilst delivering remote learning

- o When working from home staff should be mindful of where they choose to work and consider the amount of background noise and disturbance and ensure that nothing inappropriate is visible in the background.

- o Staff will be required to complete remote learning logs each day in order to help monitor the effectiveness of online learning. The SLT will also occasionally visit live lessons to see if there is consistency of approach across the school and to help identify areas of focus/improvement for the whole school.

Providing home learning tasks for Teaching Assistants

- o Class teachers should be in regular communication with their teaching assistant and provide tasks to be completed whilst working from home. If live lessons are being taught, and the member of staff is not in school, there is an expectation that the support staff member joins online to help safeguard pupils and teaching staff and help assist the learning taking place.

4.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working 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:

- o Supporting pupils who aren't in school with learning remotely
- o Providing feedback to pupils via Google Classroom through comments or commenting on work submitted
- o Support the delivery of Live lessons by being online at the same time as the teacher and pupils; helping add a layer of safeguarding and security, whilst also being present to support and assist children who may be struggling.
- o Liaise with the Class Teacher to identify pupils who may need extra support

Attending virtual meetings:

- o Staff must continue to follow the school dress code whilst attending virtual meetings
- o Staff should be mindful of where they choose to work and consider the amount of background noise and disturbance and ensure that nothing inappropriate is visible in the background.

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

- o Teaching Assistants will work with the class teacher to ensure that all pupils in their class have been accounted for that week. Messages via Dojo or telephone will be sent out to the parents of children who have not been seen that week. Further concerns will be sent directly to one of our safeguarding leads – either S Doolan, L Ashton or N Marshall - once per week, every Friday.

4.3 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 – through attending virtual lessons and feeding back to Class Teacher, regular communication with staff working from home, monitoring engagement with remote learning, creating and maintaining work rotas.
- o Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- o The Head Teacher will contact members of staff isolating once per week to check on their well-being

4.4 Designated safeguarding lead

The DSL is responsible for:

- o Ensuring Safeguarding procedures are continued to be adhered to whilst pupils are at home
- o Making additional phone calls / dojo contact each week to vulnerable pupils who are not attending school or have not been seen on any live lesson broadcasts
- o Keeping in regular contact with Social Workers of pupils who are at home

4.5 Computing staff

Computing staff are responsible for:

- o Fixing issues with systems used to set and collect work
- o Helping staff with any technical issues they're experiencing and provide training support for teachers with new software/platforms etc
- o Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- o Organising passwords, log-in details and devices for those children who require it
- o Maintaining documents linked to the access and loan of devices to help support the delivery of remote learning

4.6 Pupils and parents

Staff can expect pupils learning remotely to:

- o Be contactable during the school day – although we appreciate the pupil may not always have access to a device
- o Complete work set by teachers
- o Seek help if they need it, from teachers or teaching assistants
- o Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- o Ensuring school are aware of availability of devices and internet at home
- 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

4.7 Governing board

The governing board 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

5. Pupils without access to a device

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

Upon confirmation of a class, year group, phase or whole-school closure, a notice will be posted on the relevant dojo pages informing parents of an opportunity to borrow a device from school. At the same time another notice will inform parents that logins will go directly to them within the next few hours, along with instructional videos of how to login using the Google accounts, whether using a tablet, PC or one of the school Chromebooks.   Parents who we know do not have access to our Gateway app, or who we know do not regularly engage with us on Dojo, will be telephoned directly about this offer.

We will take every measure to ensure that children who do not have access to their own technology will be loaned a device. Parents or carers will be asked to complete a device request form and then complete and return a loan agreement form. This document also contains a copy of our acceptable use policy. School aims to complete and action these formal requests within two working days of receipt (if devices are available). School will also try its best to accommodate all requests for devices and will use its own stock of class-based equipment to help facilitate this. If there is ever a time when a device is not available to a student, school will operate a waiting list system and work hard to address this shortage.

In exceptional cases where access to digital resources cannot be resolved or there are other circumstances that make learning from home online challenging, paper based work will be available after discussion with members of the SLT. Work will be provided on paper and pupils will either be provided with a series of stamped addressed envelopes to return work to school in (during the event of a long-term closure) or requested to bring the work back with them when their face-to-face lessons resume (where a closure will be less than 7 days)

6. 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 our school's Remote Learning Lead; N Marshall
- o Issues with behaviour online – talk to any member of the SLT
- o Issues with IT – talk to Jon Samuel; if this is a technical issue this will then be flagged with RM
- o Issues with their own workload or wellbeing – talk to our school's well-being lead, S El-Ghaly, or to L Ashton
- o Concerns about data protection – talk to L Ashton
- o Concerns about safeguarding – talk to any safeguarding lead; S Doolan, N Marshall or L Ashton. Please also log other minor concerns on CPOMS

7. Data protection

7.1 Accessing personal data

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

- o Only use their school laptop and iPad and send emails through their Salford.gov.uk email

7.2 Processing personal data

Staff members may need to collect and/or share personal data such as contact numbers and 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. **WHEREVER POSSIBLE HOWEVER THIS INFORMATION WILL BE PROCESSED AND STORED BY MEMBERS OF OUR SCHOOL OFFICE TEAM TO MINIMISE THE RISK OF ANY DATA BREACH.**

7.3 Keeping devices secure

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

7.3.1 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)

7.3.2 Making sure the device locks if left inactive for a period of time

7.3.3 Not sharing the device among family or friends

7.3.4 Keeping operating systems up to date – always install the latest updates

8. Safeguarding

Whilst delivering remote learning staff must continue to follow the Safeguarding and Child Protection policy. There must also be at least TWO members of the year group team online at any one time. All live lessons are recorded; these recordings are then stored for 30 days before being deleted. This will help evidence any safeguarding concerns, or any complaints about online learning, should they arise.

9. Monitoring arrangements

This policy will be reviewed frequently with members of the SLT and will be shared with staff if changes are made.