

Graiseley Primary School

'Guiding, Preparing, Succeeding'

Remote Learning Policy



Approved by: Graiseley Primary School

Date: January 2021

**Last reviewed
on:**

**Next review due
by:** December 2021

1. Introduction:

This policy has been created to support remote learning during the Covid-19 pandemic. It outlines our approach to remote learning when pupils are learning at home.

A blended learning approach is where pupils learn via electronic and online media, as well as traditional face-to-face teaching to help ensure pupils are given equal opportunities to access the curriculum, whether in school or at home. The resulting experience is transformed into an interactive learning environment where the teacher is assessing and guiding children as they apply concepts and engage creatively in their learning.

We are committed to giving pupils access to learning activities that will meet their needs and build on prior learning. Staff will use Microsoft Teams/Google Classroom to deliver online learning.

2. Our remote learning aims are:

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

3. We aim to fulfil the DfE guidance to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- 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

4. Timescale:

This policy will come into immediate effect in the event of:

1. A full lockdown involving the whole school
2. A partial lockdown involving either a whole bubble or partial bubble closure

5. Roles and Responsibilities:

Head Teacher/DSL:

- Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents
- As Designated Safeguarding Lead, set out measures for keeping the school community safe
- Monitor the security of remote learning systems, including data protection and safeguarding considerations

Assistant Head Teachers/Phase Leaders:

- Coordinate the remote learning approach across the school
- Liaise with teachers and support staff to ensure provision for those affected by school closure/individual pupils needing to isolate
- Monitor and provide feedback on live lessons and home-learning packs
- Support teams with creating accessible home learning content
- Monitor contact made with pupils over the course of a period of closure

Pastoral Team/SEND Coordinator:

- Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children
- Liaise with SEND support staff to ensure that alternative provision has been provided for pupils where necessary
- Monitor the engagement and progress of vulnerable and SEND children during a period of closure
- Compile remote learning packs and deliver for those families without access

Teachers:

- Setting remote learning in the event of whole school or partial closure by:
 - Creating an initial one-day pack for children to complete whilst planning and lessons are tailored to home learning
 - Creating a weekly home learning pack for children to complete whilst at home
 - Delivering live lessons and setting learning tasks for children in their class on a weekly basis using Microsoft Teams/Google Classroom
 - Ensuring materials are published on the school website on a weekly basis

Year Group Expectations:

Live lessons are staggered throughout EYFS, KS1 and KS2 to aid home learning where devices may be shared. Below are the expectations for live lessons and remote learning packs provided for children at home

EYFS – 20/30 minute sessions			
Nursery (Mornings only)		Reception	
<u>Live Lessons:</u>	9.45am – Phonics/Maths 10.45 – Mop Up Session 11.30am – Story Time/P.E	<u>Live Lessons:</u>	9.45am – Phonics 11.30am – Maths 1.30pm – Foundation 2.30pm – Story Time
A workbook is provided by teachers to coincide with learning from live lessons; collected from the school office or available to download from the Graiseley Primary website.			

KS1 – 30/35 minute sessions			
<u>Live Lessons:</u>	9.00am – English/Maths 1.00pm – Wider Curriculum 3.00pm – Story Time	<u>Work Pack</u>	<ul style="list-style-type: none"> ▪ Differentiated Phonics and English challenges ▪ Differentiated Maths challenges ▪ x2 Wider Curriculum activities a day ▪ Weekly handwriting activity ▪ Weekly spelling activity
Live lessons and activities set collate to a minimum of 3 hours and 10 minutes for KS1			

KS2 – 40/45 minute sessions			
Y3 and Y4		Y5 and Y6	
<u>Live Lessons:</u>	9.00am – English/Maths 1.00pm – Wider Curriculum 3.00pm – Story Time	<u>Live Lessons:</u>	9.45am – English/Maths 1.30pm – Wider Curriculum 2.30pm – Story Time (Y5) 2.45pm – Story Time (Y6)
<u>Work Pack:</u>	<ul style="list-style-type: none"> ▪ Differentiated Phonics (Y3) and English challenges ▪ Differentiated Maths challenges ▪ x2 Wider Curriculum activities a day ▪ Daily handwriting or spelling activity ▪ Daily times table practise 	<u>Work Pack:</u>	<ul style="list-style-type: none"> ▪ Differentiated Phonics (Y3) and English challenges ▪ Differentiated Maths challenges ▪ x2 Wider Curriculum activities a day ▪ Daily handwriting or spelling activity ▪ Daily times table practise
Live lessons and activities set collate to a minimum of 4 hours for KS2			

Remote Learning Packs:

Each home-learning pack should include the following:

- Front page letter outlining the week's learning through a timetable and directing communication to class email addresses
- Maths and English activities, differentiated according to need
- Scaffolding and explanations to aid pupils without access to live lessons
- Wider curriculum lessons including scaffolding and explanations where necessary
- Handwriting and Spelling activities
- Links to additional websites where necessary

Providing Feedback:

At the end of a period of closure, home learning packs are to return to school for marking and assessment by class teachers. Where this is a prolonged period of time, packs can be sent back to school on a weekly basis.

During a period of remote learning the following will occur:

EYFS:

- Teachers will monitor parental contributions on Evidence Me and provide timely and constructive feedback where appropriate
- Calls to be made to pupils within the class from class teachers, support staff and the office where language may be a barrier for communication

KS1:

- Ongoing feedback will be provided within live lessons to individual pupils and responses made within 24 hours to any work sent in via class email
- Individual calls will be made to pupils in Y1/Y2 by class teachers and support staff throughout the week
- Kahoot quizzes and exit assessment tasks are set before children leave live sessions to ensure timely intervention
- Children who need additional support are asked to stay on the live session so that immediate intervention can be given

KS2:

- Ongoing feedback will be provided within live lessons to individual pupils and responses made within 24 hours to any work sent in via class email
- Individual calls will be made to pupils in Y1/Y2 by class teachers and support staff throughout the week
- Kahoot quizzes and exit assessment tasks are set before children leave live sessions to ensure timely intervention
- Children who need additional support are asked to stay on the live session so that immediate intervention can be given

Setting remote learning in the event of individuals being affected:

Where a child is unable to attend school because they are complying with clinical or public health advice, the school will endeavour to:

- Provide worksheets for children to complete in relation to the learning that is happening within school
- Encourage families to access online resources to support and aid pupils' understanding
- Provide feedback for this work upon their return to school

Support Staff:

- Be available for timetabled Microsoft Teams/Google Classroom lessons with allocated class
- Keep a register of attendance during live sessions, as well as contact made with children via phone – Email this to SLT on a weekly basis for analysis
- Provide support to targeted children over the phone and pass on messages to teachers if additional support is needed and/or a follow up phone call
- Carry out the roles and responsibilities outlined on Shared Drive during time at home including attending staff meetings.

Expectations for working from home for all staff:

When providing remote learning, teachers and support staff must be available between 8.30am and 3.30pm as part of their directed hours, as well as weekly staff meetings via Microsoft Teams. 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.

Parents and children will be emailed a copy of the expectations for live lessons and this includes the need to remove pupils from the virtual classroom if behaviour does not meet the expectations that we would have of them in school.

When delivering and supporting live lessons and attending virtual meetings from home, teachers must ensure that their dress code is appropriate and where possible, locations that are free from noise, with a neutral background.

Governing Body:

- Monitor the school's approach to providing remote learning to ensure that the education offer remains high quality.

Parents and Pupils:

Staff can expect pupils learning remotely to:

- Be contactable during the school day, although consider they may not always be in front of a device the entire time
- Complete work set during the period of school closure
- Seek help if they need it from teachers or support staff
- Engage in live lessons and/or phone calls with teachers or support staff
- Alert teachers if they cannot complete the work or if issues arise

Staff can expect parents with children learning remotely to:

- Make the school aware of their child is sick or otherwise cannot complete work set
- Seek help from the school if they need it
- Be respectful when raising concerns or complaints

6. Who to contact:

Staff with any questions or concerns should contact the following individuals:

- Issues in setting work online – eServices – log a ticket and inform AHT
- Issues with IT – eServices – log a ticket and inform AHT
- Issues with workload/wellbeing – Line manager and HT if necessary
- Issues/Concerns with data protection – Follow school Data Protection Policy
- Dealing with concerns/complaints from families – AHTs and HT if necessary
- Concerns about safeguarding – Contact DSL in the first instance or DDSL if necessary

7. Data Protection:

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

- Have read, agreed and signed terms and conditions of the Acceptable Use Policy
- In the event of remote learning, office staff will make available the contact details of pupils and email these across, password protected
- Contact details of pupils should not be downloaded on to own personal devices
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8. Processing Personal Data:

- Staff members may need to collect and/or share personal data such as personal contact numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online

- Personal emails of staff should never be used or shared with parents or pupils - dedicated year group email addresses must always be used

9. Keeping devices secure:

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

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

10. Safeguarding:

Our Safeguarding and Child Protection Policy has been updated to reflect the current situation with an addendum entitled: Safeguarding Policy Addendum for School Lockdown 2020.

11. Monitoring Arrangements:

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head Teacher and Assistant Head Teachers. At every review, it will be approved by the Governing Body.

12. Links with other Policies:

This policy should be read in conjunction with the following policies:

- Behaviour and Discipline policy
- Safeguarding and Child Protection policy
- Data protection policy
- ICT and Internet Acceptable Use policy
- E-Safety policy

Appendix 1 .

Letter to parents

Parental Support: Live Lessons using Microsoft Teams:

Dear Parent/Carer,

At Graiseley Primary, our remote learning offer includes live lessons delivered by your child's class teacher through Microsoft Teams. These sessions will provide your child with the teacher input that they would have had, if they were in school so that independent tasks can be tackled successfully. Live lessons are an important part of remote learning as it enables your child to ask for support if necessary, continue with a daily routine not too dissimilar to that within the classroom, as well as the opportunity to see and interact with their peers from home. We would like **all** of our children to benefit from this offer and ask that your child logs into the live sessions at the following times:

- **9.30 a.m. –Register and** English and Maths teaching session
- **1.00 p.m. – Register and** Wider curriculum teaching session
- **3.00 p.m. –** Story Time – Class Story/Novel

These sessions will last no longer than 30 to 40 minutes. Please use this guide to familiarise yourself with Teams and to understand how your child can access remote learning successfully.

Video guide: How to join a Microsoft Teams Meeting:

<https://www.youtube.com/watch?v=ga64MuSlAxY>

Microsoft Teams can be accessed via a laptop, tablet or phone providing it has internet access.

If your child is at home taking part in remote learning, please could you support them to be successful in lessons by doing the following:

- Check that your child is fully equipped: pen/pencil, remote learning pack and workbook
- Ensure your child is attending the live lessons via Teams everyday
- Ensure they follow their normal timetable of lessons. There will be a copy of your child's timetable within the front cover of their pack
- When in live lessons via Teams, ensure that your child has their webcam on and their microphone disabled unless the teacher requests otherwise
- Remember that lessons will be delivered both in school for our key worker children, as well as those working from home and therefore **all** pupils must remain focused
- Remind your child that they will be asked questions and their work monitored
- Be aware of e-safety and contact the school office if you are unsure of how to keep your child safe online

- Contact your child's class teacher if you are struggling with using the technology, need to loan a device or are struggling to access lessons; we can provide support where needed
- If your child is not attending a live lesson, encourage them to complete the work set within the home-learning pack and monitor this to the best of your ability. You are not expected to teach the content – the teacher delivering the lesson will do that – but encouraging engagement will make a difference in these circumstances

We thank you for your continued support and dedication to your child's education and hope to see you in school when it is safe and well to do so.

Yours sincerely,

Mrs Nasa