REMOTE LEARNING POLICY

As God's family we love, learn and play together.

At Frodsham CE Primary School we endeavour to:
- Create a warm and welcoming ethos centred on shared Christian values.
- Develop happy, confident and resilient children who show respect for themselves and others, and make a positive contribution to their community.
- Make learning fun inside and outside of the classroom by providing a broad range of exciting and rich learning experiences which challenge and motivate all children.
- Recognise every child is unique, meet their individual needs and celebrate their achievements.
- Encourage all to be the best they can be.

Our core values are: love, faith, kindness, community, respect and resilience

Presented to Staff and Governors: November 2020 **Next Review:** Autumn 2021 (ongoing)
Person(s) Responsible: Helen Griffiths

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

2. Roles and responsibilities
All staff, pupils and families have a responsibility to ensure that remote learning happens when in a full lockdown or a bubble/ class isolation period. A flexible approach:
Continuing regular learning during the period that schools are closed is of great importance to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.
Due to this we are providing a flexible approach to remote learning. We will offer a variety of weekly learning activities across the curriculum so that pupils can work their way through as much as they are able, at a time that suits them.

2.1 Staff Responsibilities:
Senior leaders
Alongside any teaching responsibilities, senior leaders are responsible for:
- Headteacher and Deputy Headteacher to coordinate response to remote learning in a full lockdown and also in the instance of one class/ bubble having to isolate.
- Monitoring the effectiveness of remote learning – senior leadership team to monitor provision on the website as well as attend some remote meetings.
- To make themselves available to staff via email and phone during normal school working hours.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

SENCO
Alongside any teaching responsibilities, the SENCO is responsible for:
- Supporting staff to ensure individual provision meets need.
- Reminding staff of individual's targets and provision and discussing how this can be adapted for remote learning.
- Communicating with parents of children with SEN via email and telephone to monitor effectiveness of provision and to provide additional support.
- Deploy teaching assistants to support with collating individual resources.
- Update staff with any changes to SEN legislation which may have an impact on remote learning and maintaining paperwork.

REMOTE LEARNING POLICY

- Coordinating any meetings between parents and school, both informal meetings and statutory meetings eg annual reviews.
- Ensuring paperwork, necessary information and reports are shared during remote learning.

<u>The subject leader:</u>
Alongside their teaching responsibilities, subject leads are responsible for:
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – through regular meetings with teachers and by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

<u>The class teacher:</u>
When providing remote learning, teachers must be available between 8.45am to 12pm and 1.15pm to 3,30pm.

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 and contacting the head teacher by phone before 7.30am.

When providing remote learning, teachers are responsible for:

<u>Setting work:</u>

- For their class and any classes they cover for PPA.
- The work should include Maths, English, phonics (for Early Years and Key Stage One) and topic work.
- The work should follow the progression that would otherwise be followed within school.
- The weekly plan should be uploaded on the school website by 6pm on Sunday of each week or by the end of the day for a child who has reported absence due to isolation. This will outline a range of learning activities in the full range of subject areas and contain tasks and links to follow (in any order and at a time that suits across the week).
- Early Years work and observations will be shared through Tapestry.
- Throughout the day, further posts on School Spider may add extra detail or examples as necessary.
- Other optional events and enrichment activity ideas will be spread throughout the week to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.
- Opportunities to join in with time-scheduled live events will be highlighted in red, for example Read Write Inc Phonics Live Lessons, Spelling Shed Hive Games, etc.
- In the instance of full lockdown or whole class isolation, teachers should introduce their day of learning to their class via an online video call at the beginning of the day. At the end of the day, teachers will hold another online video call to round up the day, share work and give some feedback or for wellbeing eg sharing a story.

Morning online video call	Year	Afternoon online video call	Year
9.00am – 9.30am	1, 2, 4, 6	2.15pm – 2.45pm	1, 2, 4, 6
9.30am – 10.00am	R, 3, 5	2.45pm – 3.15pm	R, 3, 5

- When video calls with children take place two school adults to be in the call. This should be the class teacher and teaching assistant where possible. Staff are to inform SLT if there are not two adults available for the online video call.
- Work should be uploaded onto School Spider on the class page.
- In the event that individual pupils are confirmed to be self-isolating or shielding due to COVID, class teachers will provide access to a weekly timetable of remote learning activities. This will be shared through School Spider.

REMOTE LEARNING POLICY

- This timetable will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will make use of a number of ready-prepared high quality online materials and supplement these with our existing subscription packages which children are familiar with.

Interaction and providing feedback:

We are keen to make remote learning an interactive experience through the submission and sharing of work by children and delivery of feedback from teachers and arranging opportunities for pupils and families to compete, interact and collaborate.

We will also provide some live face-to-face contact opportunities for children, to maintain a sense for them of being part of a class. We will use the Zoom Video Conferencing tool or Microsoft Teams to do this. While teaching a primary-age class this way is not practical, we are hoping to use it to provide some safe, supervised and structured opportunities for children to 'meet up' with their teacher and classmates.

- If whole classes are self-isolating, class teachers will arrange group meetings for children to connect and interact with their teacher and peers. Further details will follow on School Spider. Children should complete any work in their 'home learning books' which all children have been given.
- Children to bring their home learning book into school when they return and learning to be used as part of the child's next teaching session.
- For individuals self-isolating or shielding, staff will endeavour to view and feedback on as much of a child's work as they are able, while balancing their workload inside of school. Pupils at home should receive feedback at least twice a week.
- On School Spider there will be a daily homework thread where parents and children can upload their work. Teachers will provide general whole class feedback daily and individual feedback for maths and English at least once a week, using 2 stars and a wish (to praise what they have done well and a next step). This will be done by pressing the blue plus button next to the child's name to provide them with individual feedback.

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

- If no contact from a family in isolation has been received for 5 school days, the class teacher should make contact.
- Teachers may answer emails from parents within normal school working hours. Emails should not be answered outside of working hours.
- If a teacher has a concern this should be raised to the safeguarding lead or deputy.
- If children fail to complete any work teachers should address this by first speaking with the parent and if this does not have an impact passing on their concern to SLT.
- In the instance of full lockdown or whole class isolation, teachers should introduce their day of learning to their class via an online video call at the beginning of the day. At the end of the day they should also meet with their class virtually, this could be to review work done throughout the day or for a story.

Attending virtual meetings with staff, parents and pupils:

- See Appendix A for protocol for parents.
- See Appendix B for protocol for staff.

The Teaching Assistant:

When assisting with remote learning, teaching assistants must be available for their usual 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 and contacting the head teacher by phone before 7.30am.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely – these could be children they usually work with or children identified by the class teacher or SENCO.
- Preparation of resources for children they may usually support.
- Any other task delegated to them by their usual line manager.
- Communicating with parents and teachers of children receiving one-to-one support for SEN

REMOTE LEARNING POLICY

- Attending virtual meetings with teachers, parents and pupils – See Appendix B

Designated safeguarding lead
- The DSL is responsible for ensuring the child protection policy is effectively carried out.

2.2 Pupils and parents responsibilities:
Pupils
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

Parents
Staff can expect parents with children learning remotely to:
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.

2.3 Governors
Governing body
The Governors are 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.
- Monitoring staff wellbeing and workload.

3. Who to contact
If staff have any questions or concerns about remote learning, they should contact the following individuals:
- Issues in setting work – talk to the relevant subject lead or SENCO.
- Issues with behaviour – talk to the behaviour lead.
- Issues with IT – talk to computing lead or technical support.
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data
When accessing personal data for remote learning purposes, all staff members will:
- Access personal details via password protected files. Devices should be using antivirus software.
- No personal data regarding other staff, children or families should be stored on a personal device.

4.2 Processing personal data
Staff members may need to collect and/or share personal data such as such as work 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.

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:
- 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

5. Safeguarding
Procedures should be in line with the schools Child Protection Policy.
A 10 Top Tips Remote Learning for Parents will be shared with all parents – See Appendix C.

6. Links with other policies
This policy is linked to our:
- Behaviour policy and coronavirus addendum
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

7. Opportunities for Spiritual, Moral, Social and Cultural Development including British Values

As a Church of England School our remote learning policy is based on Christian values. This school starts with the belief that all people are good, because they are made in the image and likeness of God. Help and encouragement are given to pupils to strive to be the best that they can be. It promotes a positive attitude towards all areas of the curriculum.
Within our curriculum children are exposed to a range of learning opportunities that enable them to further develop their Spiritual, Moral, Social and Cultural development.

8. Equal opportunities
We ensure that the specified aims are implemented for all children regardless of race, religion, gender, ability and disability. We will do this by:

- ensuring all children have access to high quality teaching and learning;
- teachers ensure the activity is carefully matched to the child's ability so that children who need it are provided with extra support or challenge;
- ensuring materials and equipment can be used by all children, providing adult support where needed.
- opportunity for children to learn from a wide range of cultures.

	Date	Reviewed by	Notes
Policy rewritten	November 2020	H. Griffiths	
Reviewed/amended	January 2020	H. Griffiths	Feedback arrangements added
Reviewed/amended			
Reviewed/amended			
Reviewed/amended			
Reviewed/amended			
Reviewed/amended			

Signed: (subject leader)
                                                (governor)

Appendix A

Home Online Learning for Parents/Carers
Relating to online lessons for all children with their class teachers.

In order to ensure that all children stay safe online, we ask that you follow this guidance if your child attends an online session with their teacher.

- Any online sessions offered by the school should only be accessed by those who have been invited. Do not share the log in information.

- Zoom/Microsoft Teams meetings are not compulsory, so your child does not need to attend and we appreciate that not all families will be able to. If you would like to but are unable to due to technology restraints, please get in touch in case we can help.

- Your child must take part in the online lesson in a suitable communal room with the door open (not a bedroom) and be appropriately dressed (they should be fully dressed in clothing that covers the top and bottom half of the body and never in pyjamas).

- All members of the household must be aware that the lesson is taking place and should make sure they use appropriate language and behaviour when nearby or in the background.

- Your Zoom account must clearly identify you by name and renaming during the meeting will not be allowed.

- An appropriate adult should be nearby, they do not need to sit in the session but just be available.

- You will need to make sure your child has 'logged off' from the online lesson correctly and signed out before turning off any devices.

Home Online Learning for Teachers
Relating to online lessons for all children with their class teachers.
In order to ensure that all children and adults stay safe online, we ask that you follow this guidance if you have an online session.

- Any online sessions offered should only be accessed by those who have been invited, that is children at Frodsham CE and usually those in the same class.

- Please sit in a in a suitable communal room with the door open (not a bedroom) and be appropriately dressed wearing work wear.

- Please do not sit in a public place where others outside of the meeting can view or hear.

- Make sure Headteacher and Deputy Headteacher have access to any online meeting codes.

- Set up a 'waiting room' for the online meeting and do not let any child in on their own, wait until there are 4-5 children waiting and let them in as a group.

- At the end of the session, 'end meeting for all' to ensure you are not left 1-1 with a child.

- Do not record any sessions or screen shot any part of the session.

- You will need to make sure you have 'logged off' from the online lesson correctly and signed out before turning off any devices.

REMOTE LEARNING POLICY

Appendix C