

Remote Learning Policy



**Melsonby Methodist
Primary School**

Federation of North and South Cowton Community Primary School and Melsonby Methodist Primary School

Approved by:

[Richard Linsley -
Headteacher]

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1. Aims

We understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils’ education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

2. Roles and Responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3pm.

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:

➤ Setting work:

- Provide opportunities for pupils through online learning systems TEAMS/See-Saw or hard copies where applicable.

➤ Providing feedback on work:

- Work can be uploaded on to TEAMS or emailed to staff
 - Feedback will be provided in TEAMS sessions or via See-Saw
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- Keeping in touch with pupils who aren't in school and their parents:
 - Staff will be expected to provide a daily online check in opportunity for all pupils through TEAMS. They can also use, emails and phone calls to follow up any concerns/attendance issues.
 - Teachers are not expected to answer emails outside of working hours 9am – 3pm.
 - Any safeguarding concerns, teachers should follow school protocols – see the section below
 - Failure from pupils to complete work will lead to a phone call home from staff and this will be then be followed up by the SLT if there is no improvement. ailing to complete work
- Attending virtual meetings with staff, parents and pupils:
 - Dress code – School Dress Code applicable at all times.
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 9am – 3pm.

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:

- Supporting pupils who aren't in school with learning remotely:
 - Which pupils they'll need to support – providing small group sessions for pupils who are struggling
 - How they should provide support – this could be through TEAMS or emailing/phoning those pupils not in attendance
- Attending virtual meetings with teachers, parents and pupils:
 - Dress code School Dress Code applicable at all times.
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 Subject Leads

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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- The Headteacher is responsible for Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – SLT will do this through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- › Checking in weekly with vulnerable students and families

2.5b SENCO

The SENCO is responsible for:

- › Checking in weekly with vulnerable students and families and being aware of how pupils with SEND are being catered for across school

2.6 IT (SICT/SLT/Staff)

IT staff are responsible for:

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

2.7 Pupils and parents

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 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:

- › 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

2.8 Governing board

The governing board 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

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 / SENCO / SLT
- › Issues with behaviour – talk to a member of the SLT

- › Issues with IT – talk to IT Lead / SICT
- › Issues with their own workload or wellbeing – Talk to Phase Leader or SLT
- › Concerns about data protection – talk to the data protection officer (Admin Team/SLT)
- › 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:

- › Log in using a secure cloud service or a server in your IT network or through using TEAMS/See-Saw at home.
- › Use school devices rather than your own personal devices to deliver remote learning

4.2 Processing personal data

- › 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

- › Refer to the recent safeguarding policy and addendum (website/staff share)

6. Monitoring arrangements

This policy will be reviewed every half-term by the Headteacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › 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

8. What will different scenarios look like?

➤ **Remote Education for pupils isolating because someone in their household is symptomatic or tests positive**

- In this situation, a single child, siblings or a group of children may be isolating because someone in their household is displaying symptoms
- Using Microsoft Teams/See-Saw or a physical pack, the class teacher will upload/deliver learning resources the day before to allow parents to see these prior to supporting their child. The teacher will decide which resources are most appropriate for the individual child.
- If teaching input is required, the teacher can use Microsoft Teams to teach directly at an appropriate time for core subjects if needed.
- We will supply printed resources and workbooks for pupils who do not have suitable online access or for pupils who require different and additional resources.
- Staff will monitor pupil engagement, and families will be contacted for additional support if required.
- The Head Teacher and SENDCo will check in with vulnerable families weekly.
- In the event that a class teacher is unable to plan and deliver remote education due to illness, parents will be directed to Oak National Academy and other useful websites for daily learning activities.

➤ **Remote Education for whole school/local lockdown or whole class/bubble isolating because of an outbreak**

- Either the whole school will be closed or a whole class/bubble will be isolating, including staff
- Teachers will differentiate learning tasks for each year group and for pupils who require additional support.
- Some lessons will be delivered live via Microsoft Teams we will also use See-Saw.
- Pupils will be provided with regular opportunities to communicate with staff – either through messaging or video call (video calls must be for groups of children, not one to one)
- We will deliver a broad and balanced wider curriculum.
- We will encourage daily physical activity and provide links to useful websites and resources.
- PHSE will be core to our curriculum and promote positive mental health and wellbeing. We will ensure that there is regular, direct teaching of PHSE with opportunities to follow the planned curriculum and in response to the social and emotional needs of children.
- We will support children's positive mental health and wellbeing and allow for social interaction through group video calls and assemblies on Microsoft Teams.
- We will gauge how well pupils are progressing through the curriculum through questioning and feedback.
- We will supply printed resources and workbooks for pupils who do not have suitable online access or for pupils who require different and additional resources.
- Staff will monitor pupil engagement, and families will be contacted for additional support if required.
- The Head Teacher and SENDCo will check in with vulnerable families weekly.
- In the event that a class teacher is unable to plan and deliver remote education due to illness, parents will be directed to Oak National Academy and other useful websites for daily learning activities.
- Teachers' PPA (Planning, Preparation and Assessment) will be done remotely.
- Staff meetings will take place remotely.

› English

› Phonics

- Daily phonics work to be set for EYFS and Y1/2 pupils
- Phonics work to be set for any pupils who require additional support in phonics

› Spellings

- Provide weekly differentiated spelling lists
- Provide a new list every week – encourage pupils to use the words in a sentence to give context

› Reading

- Pupils should be reminded to read every day
- Provide at least 1 differentiated comprehension task per week – read a text and answer questions
- Provide the answers for self-assessment and provide feedback on Microsoft Teams
- Teachers are expected to model reading their class book for 10-15 minutes each day

› Grammar and Punctuation

- Provide at least 1 differentiated Grammar and Punctuation task per week
- Provide the answers for self-assessment and provide feedback on Microsoft Teams

› Oracy

- Provide at least 1 oracy task per week

› Writing

- Set 1 writing task per week to cover 2 days of learning – range of narrative, non-narrative and poetry tasks
- Provide differentiated success criteria
- Encourage the pupils to send their writing (typed, written, scanned, photographed etc.)
- Provide feedback on Microsoft Teams

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› Maths

› Times Tables

- Daily Tasks
- Provide differentiated times tables challenges using a range of websites (Mathletics, Rockstars)

› Convince Me Maths

- Follow our CMM long term overview
- Provide 4 tasks per week linked to the unit (resources on White Rose)
- Provide the answers for self-assessment and provide feedback on Microsoft Teams

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› Science

- Set 1 differentiated task per week
- Follow the long term plan, using online resources
- Pupils can take photographs of any experiments and post them on Teams
- Provide feedback on Microsoft Teams

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› Wider Curriculum

- Provide a topic web every two weeks – computing, history, geography, music, art, PE, PSHE & C, RE, DT, Languages
- Provide a range of opportunities linked to different areas of the curriculum (could be project-based – PowerPoints, leaflets on Publisher, research etc.)
- Provide feedback on Microsoft Teams

9. Useful Websites

Oak National Academy

<https://www.thenational.academy>

BBC Bitesize

<https://www.bbc.co.uk/bitesize>

BBC Teaching Resources

<https://www.bbc.co.uk/teach/primary/zd7p47h>

White Rose Maths

<https://whiterosemaths.com/homelearning>

Free books

<https://readon.myon.co.uk>

Reading Eggs (your child has an individual login)

<https://readingeggs.co.uk>

Oxford Owl (your child has a class login to read books online and learn spellings)

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

CLPE

<https://clpe.org.uk/clpe/free-resources>

Mathletics (your child has an individual login)

<https://www.mathletics.com/uk>

Timestable Rockstars (your child has an individual login)

<https://play.ttrockstars.com/auth>

Purple Mash (your child has an individual login)

<https://www.purplemash.com>

Crest Challenge Science

<https://collectionslibrary.crestawards.org/#5-11>

BBC Super Movers

<https://www.bbc.co.uk/teach/supermovers>

North Yorkshire School Games

<https://www.northyorkshiresport.co.uk/virtual>

Digimaps

<https://digimapforschools.edina.ac.uk>

Eco – Energy and Sustainability

<http://nyorks-eco.education>

Wellbeing

<https://www.thegoto.org.uk>

<https://www.internetmatters.org>

<https://www.thinkuknow.co.uk>