Believing, Belonging, Being

Marshland St James Primary and Nursery School

Remote Learning Policy

Spring 2021

Approved by LGB			
Headteacher:	Sarah Durrant	**Date:**	13th January 2021
Chair of Govs:	Oliver Flanagan	**Date:**	13th January 2021
Last reviewed:	13th January 2021	**Next review:**	22nd February 2021

1. Aims

This remote learning policy for staff aims to:

- Outline the 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 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

We will:

- Ensure that remote education is offered as soon as it becomes necessary

- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources

- Provide clear expectations to members of the school community with regards to delivering high quality remote learning

- Include continuous delivery of the school's broad curriculum, as well as support of pupils' 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 or alternative resources given.

Who is this policy for?

- 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. It also covers national restrictions that may be in place.

- 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.

2. Resources

Resources needed to deliver this remote learning plan:

Children's Learning (Online)

- Zoom
- Tapestry
- White Rose Maths Hub
- Oak National Academy
- BBC Bitesize
- Oxford Owls

- Purple Mash
- Sounds Write Phonics
- Twinkl
- Times Tables Rock Stars
- Spelling Shed

Staff Resources (Online)

- Zoom
- Tapestry
- White Rose Maths Hub
- Oak National Academy
- BBC Bitesize
- Purple Mash

- Talk 4 Writing
- Accelerated Reader
- Sounds Write Phonics
- Twinkl
- CPOMS
- Pupil Asset

Physical Resources (if needed)

- Printed packs
- Pencil cases
- Whiteboards and pens
- Laptops/devices

- Manipulatives for maths
- Reading books
- Sensory bags/SEND plan equipment
- Free School Meals Vouchers (if eligible)

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.35am and 4pm.

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
  - Teachers need to set differentiated work for all children in their class 5 days a week.
  - This should amount to 3 hours of work each day (KS1) and 4 hours of work each day (KS2) – including reading, writing, maths, phonics and another subject (art, D.T, geography, history, music, P.E, P.S.H.E, R.E, or science).
  - Work needs to be uploaded to Tapestry using links where necessary.
  - Teachers should be considerate of the amount of printing required for parents/carers.

- Record or give access to daily videos or lessons, always including English, maths and phonics/reading

- Organise learning packs for pupils without access to a device.

- Consider parental need so that all adults are able to help their children appropriately with clear guidance, support and understanding from classroom staff. For help, support and advice, speak to the headteacher.

- Providing feedback on work

  - Parents/Carers and children will upload photos of completed work to Tapestry.

  - Teachers need to leave feedback linking directly to the learning objective and give next steps. There needs to be a minimum of 1 piece of English, and 1 piece of Maths daily

  - Feedback should be given within 24 hours of receiving the child's work.

  - Teachers need to leave feedback for one foundation subject piece of work each week in the comments of the child's Tapestry post

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

  - If a child is self-isolating – Teachers should make contact each day with the parents/carers and child through Tapestry and have a phone call with the parents/carers and child each day. Where three or more children are self-isolating, teachers will run a zoom call for those children during school hours to check on progress instead.

  - If teachers receive a complaint or concern from a parent or pupil, this needs to be followed up with a phone call to establish more detail and reported to the headteacher – for any safeguarding concerns, see section below

  - If children are not completing the work being set, a phone call needs to be made by the class teacher to the parent to remind them of the importance of engaging in the remote learning and covering the curriculum as they would normally be doing.

  - if using their own phone, staff need to insert 141 before the recipient's number to anonymise their own personal number

- Attending virtual meetings/training with staff, parents and pupils

  - Teachers must adhere to the usual school dress code (see staff handbook) when appearing in virtual meetings

  - Teachers must avoid areas with background noise and ensure nothing inappropriate is in the background

If teachers are still working in school and have more than 3 children self-isolating, they will be given extra release time through the week to respond to work and questions from those pupils at home.

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

  - Complete their working duties from home if able to work.

  - Report their illness following the school absence policy if unwell and ensure all planning is available (shared with HT) for supply staff to access and deliver.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during 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.

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

- Liaise with the class teacher to establish children in most need of support with the work for that week
- Support identified children through phone calls/Zoom meetings to explain learning objectives, answer questions and support with completing work
- Complete tasks as directed by their class teacher, SENDCo or member of SLT.
- Complete daily phone calls for pastoral purposes where appropriate or necessary (SENDCo or Class teacher to direct)
- Liaise with the class teacher to support feedback to pupils on Tapestry
- Prepare resources
- Report complaints or concerns shared by parents or pupils should be reported to a member of SLT for any safeguarding concerns, refer immediately to the DSL using Logging of Concern form initially.
- Staff must adhere to the usual school dress code (see staff handbook) when appearing in virtual meetings
- Undertake remote and/or online CPD training

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Communicating necessary changes to teachers for the effective provision of 'their' subject during 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.
- Alerting teachers to resources they can use to teach their subject remotely
- Monitoring the development of the knowledge-rich curriculum in their subject

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Working with Key Stage teams to ensure consistency of expectations in terms of quality, quantity and feedback - SLT
- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents - Headteacher
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Liaise regularly with other leaders to evaluate the impact and make improvements
- Helping staff with any technical issues they're experiencing
- Assisting pupils and parents with accessing the internet or devices where they can
- In the event of the headteacher being unwell and unable to work from home, the HT responsibilities will be temporarily designated to the remaining members of the SLT.

3.5 SENDCO

It is the SENDCo's responsibility to

- Ensure the continuity of the SEND provision for all children on the SEND register.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Help to identify children who may need extra support who are not on the SEND register.
- Contact all children with EHCPs weekly

3.6 Office Staff

It is the Office Staff Responsibility to:

- Act as the first point of contact for all visitors, callers or senders of email communication regarding Remote Learning
- Take phone inquiries and pass to the most appropriate member of the Teaching Team, if they cannot resolve the query
- Liaise with the Headteacher to ensure all communication leaving the school has been agreed
- Check the office@ email regularly throughout the day
- Contact the Headteacher by personal mobile if alerted to an emergency, including confirmation of a positive test result from staff or pupil
- Support the Headteacher with the Emergency School Closure process accordingly

3.7 Designated safeguarding lead

- The school is committed to ensuring the safety and wellbeing of all its children and young people.

- The school recognises that some children will not be eligible to return to school immediately due to the phased nature of re-opening, and that some parents/carers of children eligible to attend may choose not to send them to school at this time.

- Where the DSL has identified a child about whom there have been concerns but not currently open to social care, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

- The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

- This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

- When school staff call to check in with vulnerable pupils they will:
    - Call the family to talk to the parent- enquiring how their children are getting on with learning at home & if they need any help?
    - Ask to speak to the child/children – ask them how they are getting on with learning at home & if they need any help?
- Ask about how they are more generally? Have they had any contact with friends and if there is anything that they are worried about?
- Follow up any concerns with them, and the appropriate people

- Ensure a record of the check is kept on CPOMs
- If we are unable to contact a child about whom there have been concerns after a reasonable number of attempts, we may need to seek further advice about safe and well checks.

- The school will share safeguarding messages on its website and social media pages, including links to useful resources, including those to support with positive mental health and well-being.
- The school will continue to work with and support children's Social Workers to help protect vulnerable children. This includes working with and supporting children's Social Workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children.
- There is an expectation that vulnerable children who have a Social Worker will attend an education setting, unless the child/household is shielding or clinically vulnerable. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the Social Worker and the school will explore the reasons for this directly with the parent. School staff and Social Workers will agree with parents/carers whether children in need should be attending school – the school will then follow up on any pupil that they were expecting to attend, who does not.
- Where parents are concerned about the risk of the child contracting COVID19, the school or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.
- The school will encourage our vulnerable children and young people to attend a school, including remotely if needed.
- In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will notify their Social Worker.

3.8 I.T.

For IT issues, staff must contact the headteacher or Paul Roper (IT technician). SLT are responsible for contacting the ICT Service /Tapestry/Pupil Asset etc. to resolve any technical issues which it is unable to resolve. Issues may involve:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- 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

3.9 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 – uploaded by 4pm each day
- 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.10 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

4. 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, key stage lead or SENCO
- Issues with behaviour – talk to the relevant key stage lead, SENCO or headteacher
- Issues with IT – talk to headteacher or Paul Roper
- Issues with their own workload or wellbeing – talk to headteacher
- Concerns about data protection – talk to the headteacher
- Concerns about safeguarding – talk to the DSL or deputy DP

5. Data protection

5.1 Accessing personal data

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

- Use Pupil Asset (online MIS)
- Staff should only use their school laptops or school iPads to access personal data

5.2 Processing personal data

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

5.3 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Updating antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a DSL following the school's logging of Concern approaches. 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.

See the Child Protection and Safeguarding Addendum on the school website – www.marshlandprimary.norfolk.sch.uk

7. Monitoring arrangements

This policy will be reviewed each month by the Headteacher and reviewed by the Local Governing Body.

8. Links with other policies

This policy is linked to our:

- Attendance policy

- 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