Lockwood Primary School

Remote learning policy

Approved by:	Governing Board	Date: 22/10/20
Next review in:	March 2021	
Next review due by:	September 2021	

Contents

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- ➢ o A continuous, dry cough

- ➢ o A high temperature above 37.8℃

- ➢ o A loss of, or change to, their sense of smell or taste

- ➢ o Have had access to a test and this has returned a positive result for Covid-19

 Aims

This remote learning policy for staff aims to:

- ➢ 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

Family (pupil/parent/guardian) role:

- ➢ Where possible, it is beneficial for young people to maintain a regular and familiar routine. Lockwood Primary School would recommend that each 'school day' maintains structure.

- ➢ Families should view the work posted on eSchools together, and then make appropriate plans to complete the work.

- ➢ Should anything be unclear in the work that is set, parents can communicate with class teachers via the eSchools or by ringing the school office and asking to speak to the class teacher or TA (if isolating without the rest of the class). They should make clear which subject the question relates to.

- ➢ Work that children complete at home should be kept safe, ideally in their home learning books, and can be brought back to school when safe to do so.

- ➢ Children are expected to attempt to make use of the resources shared with them i.e. watching the relevant recorded explanation of a task, using relevant mathematical methods, completing the tasks set out on worksheets to the best standard possible etc…

- ➢ Children are expected to use the pencil or pen provided by school. Pencils should be kept sharp and all lines should be drawn with the ruler provided. The date should be written in full in English books on the second line down and in number form in Maths books on the second square down, before being underlined.

- ➢ Parents should support their children's work, including finding an appropriate quiet place to work with a table and chair and relevant resources and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

- ➢ Work should be self-marked when appropriate (when the answers have been provided by the class teacher) by the children under parental/adult supervision in pink pen if these have been provided by school.

- ➢ Families are responsible for making sure work is completed and returned to school either electronically or in books.

- ➢ Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

- ➢ Teachers and Teaching Assistants should not be expected to respond to emails or have conversations, outside of their working day.

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.

Reception & Nursery

If an individual child has to be off nursery or reception due to isolation then they will be provided with a pack which includes for nursery an activity grid. In reception the pack will contain

- A parent pack for read, write inc.
- Numbers up to 20 with a range of activities.
- An activity grid which will relate to the theme being taught within the class.
- A list of useful websites.
- Children to practice their letter formation

Parents/carers should also share stories with their child(ren) daily and could involve their children in practical activities such as baking, gardening or doing jigsaws as an example.

Pictures of any of the above can be uploaded to share with the class teacher via Free Flow. The teacher will provide feedback through the comments section.

Whole Class Isolation.

If the whole class has to self-isolate, then learning will be via eSchools. All children will have an eSchools login.

An activity grid linked to the current theme will be put onto eSchools to include:

- Story videos and activities linked to the story
- YouTube clips related to the theme or story.
- Number activities
- Useful websites.
- Phonics activities when deemed appropriate

In Reception

An activity grid linked to the theme will be put onto eSchools and will include activities such as:

- Number activities linked to White Rose Maths
- Phonics – please refer to pack and practice sounds and letter formation daily.
- YouTube clips related to the theme
- Stories
- Cosmic yoga.
- Useful Websites

Suggested Timetable.

9am	9:20-10:15am	10:15am	10:30am – 11am
Read, write inc activities.	Play – self initiated activities indoors or in the garden	story & snack	Maths Activities
11am – 1pm	**1pm – 1:30pm**	**1:30pm -2:30pm**	**2:30pm – 3pm**
Play – self initiated activities indoors or in the garden Don't forget your dinner!!!	Choose an activity from the grid related to the theme.	Play – self initiated activities indoors or in the garden Have a treat!!!	YouTube video Cosmic Yoga

Key Stage One

In Key Stage One work will be set through eSchools. Each child will be given two home learning books one for Maths and one for English. Children will not be expected to underline dates and titles but will be expected to do their best work using the pencil provided.
Children will also be provided with a Read Write Inc sound mat and a common exception word mat to help with spelling.

If worksheets are required they will be printed and given to parents as a pack. Parents will be advised to use a suggested timetable of work to help them organise their child's learning. This will include:

Content for English
- ➢ Phonics activities with online support from 'Phonics Play' and You Tube (for speed sounds).
- ➢ Writing activities using animated videos from Literacy Shed as inspiration.

Content for Maths

- The White Rose Maths scheme is followed across school and White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so the home learning videos and resources can be used. Teachers may also add their own resources.

Content for Other Subjects

As well as English and Maths, there will be lessons provided for another subject each day. This will follow the same schemes that are being followed in school. The school curriculum will be mapped against the Oak National Academy curriculum, BBC Bitesize daily lessons, Cosmic Yoga and Twinkl. Videos and resources will be used where these are available. Where they are not available, teachers will find a You Tube video or make a video to teach the objective and then set learning tasks for the children to complete and submit.

Key Stage Two

Content for Maths (50 min)

- The White Rose Maths scheme is followed across school and White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so the home learning videos and resources can be used. Teachers may also add their own resources or resources from other websites that they have vetted such as You Tube.

Times Tables Rockstars (20 min)

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- Online learning of the tables or a worksheet may be provided that can be viewed online with answers recorded in a workbook.

Content for English (50min)

- In the event of a full or partial closure, teachers will provide an input to support learning for the English focus each day such as a Power Point or from BBC Bitesize, You Tube, the Oak National Academy or the Literacy Shed, for children to use as an introduction.

Reading (20 min)

- Children will be expected to record their thoughts about any reading undertaken in their Reading Record Book as taught by their teacher.

Content for Other Subjects (1.5hrs – 2hrs a day)

➢ As well as English and Maths, there will be lessons provided for another subject or subjects each day. This will follow the same schemes that are being followed in school. The school curriculum will be mapped against the Oak National Academy curriculum, BBC Bitesize daily lessons, Cosmic Yoga and Twinkl. Videos and resources will be used where these are available. Where they are not available, teachers will find a You Tube video or make a video to teach the objective and then set learning tasks for the children to complete and submit.

Activity

➢ Children are expected to be active and move away from computers and work for a minimum of 30 minutes per day in addition to any planned PE.

Weblinks

Whenever possible a hyperlink will be placed one eSchools to allow children to access learning efficiently either on the Oak National Academy site or on BBC Bitesize wesites.

Parents Guide

A Parental Guide to accessing work on eSchools and uploading work either through eSchools or Free Flow will be sent home with the Newsletter at the end of this half term and will be sent out over eSchools to any child or class that are required to self-isolate.

Teachers

When providing remote learning, teachers must be available between 8:30 am and 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.

When providing remote learning, teachers are responsible for:

➢ Putting website login details into Home/School Reading Records

➢ Ensuring that work is set promptly on eSchools

➢ Teachers will provide a weekly summary of the number of lessons that will need to take place each day. Parents can then timetable these around the needs of the family. Links will be provided in this timetable to where parents and children can find the online teaching videos and resources for each lesson. The expectation of lessons will be:

➢ Daily maths lesson

➢ Daily English lesson - Daily phonics lesson (Foundation Stage and Key Stage 1)

➢ Each day there will be 2 lessons for the foundation subjects (Science, History, Geography, Music, Computing, Art)

If teachers choose to record videos to enhance and improve engagement

➢ Dress appropriately as they would for school.

> Avoid areas with background noise, and make sure there is nothing inappropriate in the background.

If teachers will also be working in school:

Teaching Assistant will be required to cover their teaching responsibilities at appropriate times to allow the Teacher to provide remote learning and support the teacher in keeping in contact with the child and their family and in keeping the work marked.

To support learning and prevent further gaps in attainment growing the class teacher is also responsible for:

> Keeping in touch with families and making a note of children that are not logging onto eSchools before either contacting those families or requesting the class teaching assistant contact these families by phone to iron out any difficulties.

> Marking work via eSchools or via telephone with parents (if a single child is isolating) each day.

> Notifying the SLT of children who have not engaged on any given day, to allow this to be recorded centrally and to allow a welfare call to be made either by telephone or via a home visit.

> Taking advice from the SENDco (Mrs Dickinson) about the work set for children with additional needs.

> Advising the SENDco of any children giving cause for concern.

The SENDco will:

> Contact the families of any children with SEN that are not engaging to offer support and guidance.

> Be available to speak to and support children with SEN if they need it.

Safeguarding concerns:

> Any concerns with regard to the presentation, behaviour or attitudes of children online or that of their parents should reported to one of the DSLs (Mrs Lawson, Mrs Walker, Mrs Dickinson, Miss Jerz and Miss Gardner).

Teaching assistants

When assisting with remote learning, teaching assistants must be available in 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 supporting the teachers with providing and marking work set online.

This could include:

- ➢ Supporting identified pupils who aren't in school with learning remotely
- ➢ Photocopying differentiated resources.
- ➢ Speaking to the children directly about their work on the telephone (school) or online through eSchools.
- ➢ Providing answers to online work.

If supporting in virtual meetings with teachers, parents and pupils:

- ➢ Dress appropriately as they would for school.
- ➢ Avoid areas with background noise, and make sure there is nothing inappropriate in the background.

If teaching assistants will also be working in school, they need to discuss with the class teacher when it is appropriate to complete the tasks required associated with home learning.

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

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

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

Net3 staff

Net 3 staff in conjunction with the Computing lead are responsible for:

- ➢ Ensuring that there is adequate broadband to allow teachers to train children in the use of the internet
- ➢ 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

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
- › Reporting back to school on issues reported within the school community
- › Supporting school with ideas as to how issues can be overcome
- › Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- › Issues in setting appropriate work – talk to the relevant subject lead or SENCO
- › Issues with behaviour – talk to the relevant head of phase or year
- › Issues with IT – talk to E Elliott or Net3
- › Issues with their own workload or wellbeing – talk to their Key Stage lead
- › Concerns about data protection – talk to the data protection officer/DSL
- › Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

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

- › Use eschools, with email addresses securely stored.
- › Use school laptops, ipads and telephones.

Processing personal data

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

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

Safeguarding

See our safeguarding addendum.

Monitoring arrangements

This policy will be reviewed each term by the Senior Leadership Team. At every review, it will be approved by the full governing board.

Links with other policies

This policy is linked to our:

> Addendum to our Behaviour policy

> Addendum to our Child Protection Policy

> Data protection policy and privacy notices

> ICT and internet acceptable use policy

> Online safety policy