



Sutton C of E Primary School Remote Learning Policy

1. Aims

This Remote Education Policy 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 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 members of the school community with regards to delivering high quality interactive 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

2. Who is this policy applicable to?

- 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.
- 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.

3. Resources

Resources to deliver this Remote Education Plan include:

- Online tools/school subscriptions for:
- Class dojo, Times Table Rockstars, Oxford Owl, White Rose, Accelerated Reader, Nessy
- Use of video for pupil discussions, teacher instruction and modelling, addressing misconceptions or provide extension work
- Live teaching (online lessons)
- Pre-recorded teaching (e.g. Oak National Academy Lessons, video/audio recordings made by teachers, RWI recordings, BBC online learning recordings)
- Printed paper packs produced by teachers
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Project work

The detailed remote learning planning and resources to deliver this policy can be found here:

- <http://www.sutton.cambs.sch.uk/website> (see the remote learning tab) in Google Classroom pupil accounts
- Teacher Code of Conduct for phone calls/live video/recorded video (on the staff area of g-suite or MyConcern)

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including all aspects of the National Curriculum for Key Stages 1 and 2, as well as the Early Years Foundation Stage Curriculum
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school through the use of Class Dojo or Google Classroom
- Activities will be varied and not solely consist of 'screen time'; for example task that include physical activity, investigations and creative learning activities.
- Staff will have access to a wide variety of resources to share remotely, such as White Rose Maths, Nessy, Oxford Owl, Google Classroom, Twinkl, BBC bitesize
- Resources will be quality assured by subject and senior leaders, who will moderate what is being shared with children
- Staff will have the training they need to provide online learning safely, including child protection training, access to KCSIE and the staff code of conduct as well as support from the ICT service.
- All pupils will have access to the resources they need to learn. We will ensure this by surveying parents to find out more about digital disadvantage and where devices can be deployed by the school.
- Teachers will communicate the purpose of activities and their success criteria for pupils, by verbally sharing for each learning session and reinforcing through Google Classroom resources.

- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by a phased approach to Google Classroom and using such systems in the classroom. We will ensure that families and children know how to log on and know where to access the resources.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by maintaining good contact with them through Class Dojo. The SENDCO will monitor that work is suitably differentiated for SEND children. Small group work will continue where possible through Google hangouts.
- COVID catch-up funding will be used effectively to provide support for identified children.
- Staff workload will be managed by setting clear expectations for all staff.
- Leaders and class teaching staff will measure engagement in remote learning by monitoring participation through Google Classroom and will use this information to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use Google Classrooms and will direct them to resources where appropriate. This will be through the normal school communication channels e.g. letters, newsletters, Class Dojo, MCAS, parent meetings.

Resources will be shared with pupils and parents via Google Classroom or on the school website.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible as per the school's model learning plan.

Should parents be unable to access online work for any reason, they should contact the class teacher, so that other arrangements can be made.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should remember all aspects of the acceptable use policy that is issued annually are adhered to.

We recognise that some pupils may not have online access at home. We take the following approaches to support those pupils to access remote education:

- Lending devices to pupils. Parents should contact the school office to find out more about this. Parents will be asked to sign a loan agreement and the school will seek to regularly survey parents to find out more about access to devices.
- Providing by post or by collection and printed materials if families do not have online access
- Accepting photos of work or paper copies where families do not have online access.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including by sampling work and obtaining feedback from staff and families
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers will be provided with the necessary training on how to use Google Classroom

When providing remote learning, teachers must be available between 9am to 12 noon and 1pm to 3.45pm. Staff at the school will provide the following number of hours of remote education in line with DFE guidance per day (this includes remote teaching and independent work:

Key Stage 1: 3 hours per day, with less for younger children

KS2: 4 hours per day

Teachers unable to work for any reason during this time should contact the Headteacher.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes
 - The learning set should follow the usual timetable for the class had they been in school, wherever possible
 - Teachers will set work using the Google Classroom online platform ○ Daily English and mathematics work and one other subject
 - Planning will be completed and uploaded to Google Classroom by Thursday at 12 noon, before they are made available to pupils and parents (for the following week)
 - Resources that supplement the plan will be ready and uploaded for each session on the day before it is taught, by 3pm
- Providing feedback on work:
 - Reading, writing and mathematics work will be marked daily and one piece of each will be marked with 'next step' comments twice per week if the bubble is closed

- If the bubble remains open, the teacher will mark work or provide feedback at least weekly
- Work in other subjects will be marked weekly
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of a pupil's non - engagement for a period of three days, the teacher should make contact with the pupil and their parents using Class Dojo
 - If after 5 days a child has still not engaged with learning during a bubble closure, the teacher will then contact the family via telephone.
 - If there is still no contact with parents via dojo or phone after 5 days, the teacher should try again on the 6th day and if still no contact should be referred to the DSLs using myconcern.
 - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all communication within 24 hours (only including working days). If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the communicator the reasons for the delay and the actions they are taking
 - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Headteacher, Deputy Headteacher or SENDCO for advice.
 - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
 - Any complaints or concerns will be dealt with initially by the class teacher, communicating and trying to resolve. Our Complaints policy on the school website should be followed.
 - For any safeguarding concerns, refer immediately to the DSLs (Sarah Jarman, Sam Wallace, Pippa Williams or Sam Brown).
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
 - Obtain a test and share the result of it with school so that appropriate plans can be made
 - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual working hours.

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.

During the school day, teaching assistants must complete tasks as directed by the Key Stage Leaders or the SENDCo. These tasks will not necessarily be class based, but will consider the entire Key Stage needs. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher, Deputy Headteacher or SENDCo
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENDCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- 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
- Identifying the level of support required by pupils

The Finance Officers

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are 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

Pupils and parents

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

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable.
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources: Accelerated Reader, Oxford Reading Owl and other resources shared by the class teachers
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by Class Dojo or by contacting the school office via e-mail/MCAS
- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body 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
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- Continue to ensure the well-being and work life balance of senior leaders in the school

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

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

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. 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. Please follow the guidance that you were given during the annual update training on 23rd October 2020.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings (see staff Code of Conduct and risk assessment for Zoom)

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Meetings must be prearranged
- School email address and school device should be used to set up the meeting
Ensure that your username is appropriate
- Staff should be in a room on their own in an appropriate setting (eg not noisy), with an appropriate background.
- Any issues that arise in the meeting should be reported to the key stage leads in the first instance
- Clothes worn should be appropriate for a professional meeting.
- Language must be professional and appropriate
- Ensure the teacher is in control of the screen and is the last to leave any meetings
- School meetings should be pre-arranged

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct
- Zoom risk assessment