Remote Learning Policy

Birkdale Primary School

"Attainment through Caring, Challenge & Creativity"

Last Reviewed September 2022

Next Reviewed September 2023

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 during a full or partial closure.
- Provide appropriate guidelines for data protection to ensure all staff meet GDPR regulations.

In the event of a school closure (full or partial closure), the school is committed to providing continuity of education to its children and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of children and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence. Remote learning may also be appropriate in situations when children, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as longer-term illness, assuming children are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, children are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education.

Roles and Responsibilities of Teachers

When providing remote learning, teachers must be available between 9am and 5pm on weekdays.

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:

- o For the class/classes they teach in.
- o Children should be provided with:
  - Daily deliberate practice - multiplication/number bonds/spelling rules/phonics/handwriting/story time
  - Daily lessons of - Maths, Reading, Writing, Grammar and Punctuation
  - Weekly Lessons of - PE, Music, History, Geography, Science, Life Lessons, Art, Design and Technology and in KS2 – Spanish.
- o Work should be uploaded on Google Classrooms and School Class Pages can be used to support this.
- o Teachers should work with other teachers to ensure consistency.
- o Teachers can use Google Classrooms and other electronic forms in order to provide feedback (eg Twitter - @birkdaleprimary.com or email).

Remote learning for individual children

Assuming an absence has been agreed with the school, and the child/ren in question is healthy enough to work from home, the school will provide work for children who are unable to attend in person. If this occurs for an individual child, the collation of work and communication with the parent will be coordinated by the child's class teacher through the class seesaw app. Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per day. Work will only be provided to children in this way if there is an agreed absence lasting more than three working days. If a significant number of children are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of extended school closure

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work. If any child misses' significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping children to catch up once the school reopens. The school will provide continuity of education in the following way:

- o Google Classroom
- o Class Pages on the School Website will also be used for messages and other electronic forms of contact.

Many families may not have home printers and will therefore not require the printing of material.

If children/parents have difficulty with logging in, they should contact the class teacher or school directly for support.

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Our aim is to provide work broadly in line with children's normal timetable. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow children to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require children and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure children do not fall behind. The nature of tasks set should allow children to learn independently where possible, however younger children may require more support from an adult.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to children on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Assessed work will be set using via the seesaw activities function, with clear due dates given to children for completion (which will normally be the following day), thereby helping children to organise their time. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research;
- Using the "Comments" function to provide written feedback;
- Recording a class video feedback;

Expectations of children

Assuming that a child is healthy and well enough to work, children will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Children will also be expected to read and respond to communication from their class teacher on a regular basis. If there are questions about a child's overall workload (e.g. a child feels they are overwhelmed or falling behind), these should be directed to the class teacher.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact our IT support via our School Bursar or Computing Subject Leaders.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of children' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning. Teachers are responsible for providing constructive feedback to their children in a timely manner.

In order that we are providing a consistent approach, subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that children have a range of activities to complete at home and are not exclusively working on a screen.

In the event a teacher is unwell during a period of remote learning, the school will endeavour to provide a replacement teacher or the use of reserved two-week learning will be put into place.

If parents ask for additional work beyond that set as part of the requirements above, teachers should signpost parents/children to a bank of resources, such as interactive websites (see class pages).

All communication with children/parents should take place during 9.00am – 3.00pm, with no expectation for teachers to read or respond outside of these times, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are:

- Email using school email addresses only

- Google Classrooms

- Phone (when phoning from personal devices, dialing 141 before the number will ensure the teacher's own number is kept anonymous).

Expectations of parents

Parents will: •

- Support their child's learning to the best of their ability;

- Encourage their child to access and engage with remote learning;

- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside;

- Know they can continue to contact their class teacher as normal through Google Classrooms;

- Check their child's completed work each day and encourage the progress that is being made;

- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

Online Safety

This section of the policy will be enacted in conjunction with the school's E-Safety Policy.

All staff and pupils using video/audio communication must:

• Communicate in groups – one-to-one sessions are not permitted (unless agreed by SLT);

• Wear suitable clothing (a common sense approach please).

• Be situated in a suitable 'public' living area within the home with an appropriate background;

• Whilst 'private' living areas within the home offer less distractions, such as bedrooms, these are not permitted during video communication;

• We encourage children to have an adult in the room with them;

• Use appropriate language – this includes others in their household;

• Maintain the standard of behaviour expected in school; • Use the necessary equipment and computer programs as intended;

• Not record, store, or distribute video/audio material without permission;

• Ensure they have a stable connection to avoid disruption to lessons;

• Always remain aware that they are visible.

The school will consider whether one-to-one sessions (with an adult at home present in the room) are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary if possible. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will provide parents with a home/school agreement for Remote Learning which must be signed before any technology leaves school. It will be taken that if a child participates in a remote learning session then the parent agrees to adhere to the procedures in the agreement. The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

• Reinforce the importance of children staying safe online.

• Ensure parents are aware of what their children are being asked to do e.g. sites they have been asked to use and staff they will interact with.

• Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

• Direct parents to useful resources to help them keep their children safe online.

• The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded and the records stored so that the DSL has access to them.
- Actively involve the pupil.

The DSL will meet (in person or remotely) regularly with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely. All members of staff will report any safeguarding concerns to the DSL immediately. Parents will be encouraged to contact the DSL if they wish to report safeguarding concerns e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

School Day and Absence

Pupils will be present for remote learning from Monday to Friday at the times given by the class teacher.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher via seesaw if their child is unwell and unable to take part in a class virtual learning session. The school will monitor absence in line with the Attendance Policy.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning systems to ensure education remains as high as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

This policy will continue to be under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both children and teachers to participate in remote learning.