

# Ethelbert Road Primary School



Together We Thrive

## Remote learning policy

<b>Approved by:</b>	Chair of Governors	<b>Date:</b> 21 October 2020
<b>Last reviewed on:</b>	12.10.2020	
<b>Next review due by:</b>	As needed	

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### 1. Aims

This remote learning policy for staff aims to:

Ensure consistency in the approach to remote learning for pupils who are not 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

In September 2020, all our classes returned to full-time education following the Covid-19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education. This meets the expectations set out in the DfE guidance 'Remote Education Support' published 19th April 2020 and updated on 1st October 2020.

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide devices and/or paper packs of learning. The school has also been allocated a number of devices we can issue to children if the school is forced into another lockdown. School staff also have access to resources and support to ensure we can continue to provide high quality learning.

The staff at Ethelbert Road have worked tirelessly in ensuring that if your child is self-isolating, if their bubble bursts, or we have to implement learning from home once more, the children will continue to receive high quality teaching that aligns as closely as possible with in school provision.

All remote learning will be placed on the Class Pages, within the 'Remote Learning' tab. Parents and children are used to accessing their remote learning here and it was extremely successful when we locked down in March 2020.

## Ethelbert Road has a 4 tiered approach to Remote Learning

Tier 1 Self – isolating or waiting for a test result (up to 14 days)	Tier 2 Shielding for a length of time	Tier 3 Full time class closure (burst bubble)	Tier 4 Local or National lockdown - whole school closed
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The Headteacher and Deputy Headteacher are the overriding leads (Remote Learning Leads RLL) in ensuring that the Remote Learning Policy is implemented fully and reviewed in a timely fashion. Alongside this they will take overall responsibility for the welfare and safety of pupils through their DSL role.

### 2.1 Teachers

Each of the Tiers 1-4 have different requirements of the class teacher and their interactions and support will vary.

In Tier 1 and 2 class teachers are required to carry out their full time teaching responsibilities, as well as support children with Remote Learning and as a school we need to be mindful and supportive of their work load, hence the reason they will provide no feedback in Tier 1 cases and weekly feedback in Tier 2.

All remote learning must take place in line with the requirements set out in our Online Safety, Child Protection/Safeguarding, Acceptable Use and Staff Code of Conduct Policies. The school will do its utmost to support staff in delivering effective Remote Learning opportunities to pupils and will engage proactively with each staff member and recognise the individual circumstances of each staff member to ensure they have the right support and approach that enables them to effectively deliver Remote Learning.

Staff will recognise that all family situations are unique and to that end so are our pupils' ages and abilities; needs and circumstances, as well as access to online resources either due to lack of hardware or lack of internet access.

#### The school will urge to teaching staff to consider:

- **Making it manageable:** not overwhelming parents with lots of activities; pages of tasks or things to print, just ask them to do what they can.
- **Remembering: parents are not teachers;** so not to set the same activities you would expect pupils to complete in school – as in most cases they won't have the same level of adult support.
- **Adapting your usual timetable and curriculum,** but keep some routines to help structure the day at home, and so that parents know what to expect. (E.g. suggesting that children do English and Maths activities in the morning and creative activities in the afternoon).
- **Setting work that pupils can do independently, with materials they're likely to have at home:** try to set some activities that aren't dependent on technology, in case pupils don't have access to devices or the internet.
- **Flexibility:** making it clear to parents that work and timetables are "suggested" and that pupils won't be in trouble if work isn't completed, or handed in on time.
- **Your class's context and their needs:** if you know there will be many children with siblings and all needing to access online resources this can be unmanageable.

**Specific requirements of each Tier – please only complete if well enough to do so.**

Parents are asked to follow the elements outlined below.

**Tier 1 – Self Isolating or waiting for a test result (up to 14 days)**

- Parents to read the class learning overview letter, which will be sent out to children isolating.
- Parents to contact class teacher, via the class email, if they have any questions about the learning.
- Parents to use the additional resources found on the ‘Class Pages’ of our website.
- Parents to use their child’s login for Power Maths. The teacher will send the lesson to the parents with an additional question sheet if needed.
- Parents can access teaching videos via White Rose <https://whiterosemaths.com/homelearning/> or Oak Academy <https://classroom.thenational.academy>
- Children to read daily – <https://oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Children to do daily spellings and/or phonics <https://www.phonicsplay.co.uk/>

**Please note: Specific feedback will not be given at Tier 1**

**Tier 2 – Shielding for a length of time**

- Please contact the office or Headteacher to notify the school your child must shield for a length of time
- Parents and Class Teacher to plan learning, depending on the time shielding
- The learning plan may contain any of the above activities

**Adults will check in with the child once a week to give verbal feedback regarding their learning**

In the event of a class or whole school lockdown, where the children and staff must isolate, the following will be provided by the class teacher, the Year Group Leader or Senior Leaders:

Tier 3 – full class closure/Bubble Bursts	Tier 4 – local or national lockdown
<ul style="list-style-type: none"> <li>• 3 daily tasks – Maths, English (reading, writing, phonics, spellings) and one other</li> <li>• The class will be provided with an outline of the day</li> <li>• Instructions for the task will be provided – the school is currently looking at ways in which videos can be produced using LOOM</li> <li>• Feedback will be provided on written work that has been submitted to the teacher, except maths as that will be self marked.</li> <li>• The feedback will be offered through a daily window of time.</li> <li>• All of the Tier 1 resources can be used</li> </ul>	<p>The same as Tier 3, as well as:</p> <ul style="list-style-type: none"> <li>• Weekly check ins will take place, teachers to email or phone parents</li> <li>• Additional calls from the Pastoral Team where needed</li> </ul>

When providing remote learning Tier 3+4, 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 and provide any relevant planning/links for virtual learning to the Headteacher.

**When providing remote learning, teachers are expected to:**

- Ensure that all Online Safety, Child Protection and Staff Handbook Policies are followed throughout all interactions with pupils and record any concerns immediately. Concerns should be emailed to the Headteacher, or if urgent staff to ring the Headteacher.
- Remain vigilant to the safety and welfare of pupils who are not in school and who are part of remote learning and inform HT/DSL of any concerns in line with normal procedures.
- Set work in line with the requirements outlined in Appendix A focussing on:
  - Providing pupils with an outline of the day setting 3 activities – with tasks focused on: English (reading, phonics, writing) and Maths followed by an additional non-core subject activity task.
  - Utilise pre-existing resources such as – White Rose Maths, Oak Academy and provide a mixture of online and offline activities recognizing that not all children will have access to online facilities.
  - Co-ordinate with other teachers, including those teaching in school if applicable, to ensure consistency across the subject and to make sure pupils with limited access to devices can still complete the work.
  - Provide feedback on work – that they receive – all work should be emailed to the class teacher for feedback between the hours set each day. Feedback will vary depending on the circumstances in which Remote Learning is occurring – See Appendix A. Work sent to the teacher outside of this window will not have feedback.
- Keep in touch with pupils who are not in school and their parents – See Appendix A
  - Contact should be made through class email – with agreement with the Remote Learning Leads – telephone can be used.
  - Contact and response should only be made within working hours – staff should not be answering emails outside of working hours 8:30-4:30pm – Monday – Friday.
- Concerns regarding behaviours should be shared with the RLL.
- When attending virtual meetings with staff, parents and pupils:
  - Dress code – should be professional and in line with Staff Code of Conduct.
  - Locations – bedrooms should not be used and other members of the household should not be present. A neutral backdrop should be used if possible.

## 2.2 Teaching assistants

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

**When assisting with remote learning in a Tier 3 or 4 situation, teaching assistants are responsible for:**

- Supporting the teacher with learning and uploading this onto the Class Pages
- Attend training when offered
- If teaching assistants are working in school they will be expected to assist in the production of hard copies and resources for remote learning and/or supporting other classes or in an administrative capacity, or any other reasonable redeployment.

## 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:

- 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
- Acting on feedback from pupils and parents
- SENCo will ensure children with SEND have appropriate
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

The main DSL and in their absence the Deputy Safeguarding leads are responsible for all elements outlined in the Child Protection/Safeguarding Policy to ensure that the welfare of all pupils is paramount at all times.

**This will include:**

- Ensuring staff are up to date with any relevant updates/training
- Ensuring staff are responding to and reporting concerns regarding children's safety and welfare
- Following up and analysing attendance of pupils – investigating non attendance at meetings
- Ensuring staff are able to make contact with parents/pupils in a safe fashion
- Ensuing staff follow the Acceptable Use Policy (AUP) and Online Safety Policy
- Liaising with external support providers – Social Services and Early Help
- Meet virtually with Deputy DSLs to discuss concerns and cases open to external services.

## 2.6 IT staff

IT staff are responsible for:

- 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

## 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 are 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 cannot complete work

Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here

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 or SENCO

Issues with behaviour – talk to the relevant phase leader

Issues with IT – talk to ICT Leader or Headteacher

Issues with their own workload or wellbeing – talk to the SLT

Concerns about data protection – talk to the data protection officer (Tracey Hills)

Concerns about safeguarding – talk to the DSL or the Deputy Safeguarding Leads

## 4. Data protection

### 4.1 Accessing personal data

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

- Liaise with the HT/Office Administrator to send appropriate messages to parents regarding Remote Learning via School email
- Use school supplied devices at all times, unless there is a malfunction.
- Use school software and online facilities

## 4.2 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.

## 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

Staff should adhere to the full requirements of the Safeguarding, Online, AUP, Staff Conduct Policies.

**Staff should remain vigilant during periods of remote learning in the following ways:**

- Children in Tier 1 – office will carry out first day calling to see how children and family are on a daily basis.
- Children in Tier 2 – teacher will liaise with parent and ask to speak to child/see child on a weekly basis.
- Children in Tier 3 – teacher will undertake a weekly check in to talk to all members of the class – parents and pupils. SENCO/SLT will carry out additional check ins with vulnerable children and families.
- Children in Tier 4 – teacher will undertake a weekly check in to talk to all members of the class – parents and pupils. SENCO/SLT will carry out additional check ins with vulnerable children and families.

### Hard Copies

Parents will be able to request hard copies of remote learning in the event that they are unable to access school online remote learning. A request for hard copies will need to be made by emailing the class teacher directly.

The RLL will then coordinate providing hard copies for those parents who request them and will facilitate their delivery/collection.

Due to the time it takes to produce hard copies, a record will be made of those parents who do not collect the work set. If work is not collected for two successive weeks, the RLL will contact parents to support them moving forward with a resolution if work continues not to be collected it will no longer be offered.

## 6. Monitoring arrangements

This policy will be reviewed within the first month of Tier 4 Remote Learning Lockdown, or within the first three months by the SLT.

## 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
- ICT and internet acceptable use policy
- Online Safety and Acceptable Use policy

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<p>Parents to read the class learning overview letter, which will be sent out to children isolating.</p> <p>Parents to contact class teacher, via the class email, if they have any questions about the learning.</p> <p>Parents to use the additional resources found on the ‘Class Pages’ of our website.</p> <p>Parents to use their child’s login for Power Maths. The teacher will send the lesson to the parents with an additional question sheet if needed.</p> <p>Parents can access teaching videos via White Rose <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a> or Oak Academy <a href="https://classroom.thenational.academy">https://classroom.thenational.academy</a></p> <p>Children to read daily – <a href="https://oxfordowl.co.uk/for-home/find-a-book/library-page/">https://oxfordowl.co.uk/for-home/find-a-book/library-page/</a></p> <p>Children to do daily spellings and/or phonics <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a></p> <p><b>Please note: Specific feedback will not be given at Tier 1</b></p>	<p>Parents to read the class learning overview letter, which will be sent out to children isolating.</p> <p>Parents to contact class teacher, via the class email, if they have any questions about the learning.</p> <p>Parents to use the additional resources found on the ‘Class Pages’ of our website. Parents to use their child’s login for Power Maths. The teacher will send the lesson to the parents with an additional question sheet if needed.</p> <p>Parents can access teaching videos via White Rose <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a> or Oak Academy <a href="https://classroom.thenational.academy">https://classroom.thenational.academy</a></p> <p>Children to read daily – <a href="https://oxfordowl.co.uk/for-home/find-a-book/library-page/">https://oxfordowl.co.uk/for-home/find-a-book/library-page/</a></p> <p>Children to do daily spellings and/or phonics <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a></p> <p>Please contact the office or Headteacher to notify the school your child must shield for a length of time</p> <p>Parents and Class Teacher to plan learning, depending on the time shielding The learning plan may contain any of the above activities</p> <p><b>Adults will check in with the child once a week to give verbal feedback regarding their learning</b></p>	<p>In both Tier 3 and 4 situations class teachers will provide a weekly overview of the activities that are being set for the following week by 5pm on the Friday before. This will enable parents to have the overview of each day</p> <p>A set of at least 3 daily tasks – Maths, English (reading, writing, phonics, spellings) and one other</p> <p>The class will be provided with an outline of the day</p> <p>Instructions for the task will be provided – the school is currently looking at ways in which videos can be produced using LOOM</p> <p>Feedback will be provided on written work that has been submitted to the teacher, except maths as that will be self marked.</p> <p>The feedback will be offered through a daily window of time.</p> <p>All of the Tier 1 resources can be used</p>	<p>A set of at least 3 daily tasks – Maths, English (reading, writing, phonics, spellings) and one other</p> <p>The class will be provided with an outline of the day</p> <p>Instructions for the task will be provided – the school is currently looking at ways in which videos can be produced using LOOM</p> <p>Feedback will be provided on written work that has been submitted to the teacher, except maths as that will be self marked.</p> <p>The feedback will be offered through a daily window of time.</p> <p>All of the Tier 1 resources can be used</p> <p>Weekly check ins will take place, teachers to email or phone parents</p> <p>Additional calls from the Pastoral Team where needed</p>