

## **Rushwick Primary Remote Learning Policy**

### **Aims**

In the event of school closure, 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 the expectations for all members of our school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

### **DfE Expectations**

#### **Remote education support**

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching video that are linked to the school's curriculum expectations.
- Give access to high quality remote education resources.
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

#### ***When teaching pupils remotely, we expect schools to:***

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

***The following range of resources to support schools in delivering remote education is available:***

**Catch-up support**

Schools can spend their catch up premium on contingency planning for remote education, for example purchasing additional devices or more textbooks. The EEF Covid-19 Support Guide includes information on how to support effective remote education and access to technology.

**Video lessons**

Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

**SEND**

Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for the next academic year will include an expanded range of content for the specialist sector.

**Guidance for Full Opening: Schools DFE, Updated 5<sup>th</sup> January 2021.**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

**Timescale**

This policy will come into immediate effect in the event of:

1. A full lockdown involving the whole school.
2. A partial lockdown involving either a whole bubble or part of a bubble.
3. Individual children being affected.

**REMOTE LEARNING**

**Roles and responsibilities Role Responsibilities**

<b>Role</b>	<b>Responsibilities</b>
Head Teacher / DSL	<ul style="list-style-type: none"> <li>• Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents.</li> <li>• As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Child Protection/Safeguarding Policy 2020/2021 and the Safeguarding Policy Addendum for School Lockdown 2020/2021.</li> <li>• Monitor the security of remote learning systems, including data protection and safeguarding considerations.</li> </ul>
SLT	<ul style="list-style-type: none"> <li>• Liaise with year groups to ensure deadlines for producing remote learning are met for those affected by school closure.</li> <li>• Liaise with Class Teachers to co-ordinate provision for those individual pupils who need to isolate.</li> <li>• Co-ordinate access links, monitor and provide feedback on live lessons.</li> <li>• Support and coordinate Teachers / teams with creating accessible remote learning content and ensuring deadlines for updating are met.</li> <li>• Provide materials for those individuals who need to isolate.</li> <li>• Promote Acceptable Use Policy with teams and Class Dojo.</li> <li>• Liaise with Teachers: co-ordinate and monitor remote content including the attendance and record keeping of live Reading lessons. Follow up non-attendance.</li> <li>• Monitor registration calls home and report concerns in first instance to HT / DH.</li> </ul>

	<ul style="list-style-type: none"> <li>Monitor remote learning emails for phase and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below.</li> </ul>						
SEND / THRIVE Leads	<ul style="list-style-type: none"> <li>Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children.</li> <li>Liaise with Class teachers / Learning Support Assistants to ensure that alternative work has been provided for SEND pupils where necessary</li> <li>Make weekly phone calls home to targeted individual children.</li> <li>In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below.</li> <li>Monitor children’s engagement with online registration and learning/weekly phone calls.</li> <li>Conduct regular welfare checks with families of vulnerable children and those with no recourse to public funds. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below.</li> <li>Compile and deliver remote learning packs for those families without access.</li> </ul>						
Teachers	<p>Setting Remote Learning in the event of Whole or Partial Lockdown</p> <p>Teachers are responsible for:</p> <ul style="list-style-type: none"> <li>Planning and setting learning assignments for children in their class/year group on a daily basis using Microsoft Teams / Class Dojo.</li> <li>Teachers of children in EYFS and KS1 may use a combination of alternative online platforms to deliver lessons and set assignments.</li> <li>Maths lessons for all children will continue to be accessible using the White Rose Maths links.</li> <li>Teachers may also set work that incorporates online platforms and materials recommended by the DfE e.g. Oak Academy.</li> <li>In the absence of hands-on-access to books during remote learning, children should be encouraged to continue to access the Oxford Owl reading materials.</li> </ul> <p><b>Year Group Expectations:</b> The table below sets out the content of our remote learning approach in line with the age and stage of our children.</p> <p>For children in our Early Years Foundation Stage, we know that learning happens best through play, where they can pursue their own interests and where they can explore, create and think critically.</p> <p>During remote learning, the EYFS teacher will provide a mixture of short, online activities plus practical and creative tasks that children and parents can engage with at home.</p> <table border="1"> <thead> <tr> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td>           Daily learning includes:           <ul style="list-style-type: none"> <li>➤ Reading/Phonics.</li> <li>➤ Maths using WRM.</li> <li>➤ Opportunities for Creative Play.</li> <li>➤ A suggested form of physical exercise once or twice a week.</li> </ul> </td> <td>           Daily lessons are accessible via Class-Dojo to include:           <ul style="list-style-type: none"> <li>➤ Daily reading via Oxford Owl.</li> <li>➤ English, including phonics and spelling.</li> <li>➤ English writing task.</li> <li>➤ Wider Curriculum.</li> <li>➤ Maths using WRM, including daily times tables / arithmetic.</li> <li>➤ Opportunities for creativity and problem solving.</li> </ul> </td> <td>           Teachers will use Microsoft Teams to deliver daily lessons which include:           <ul style="list-style-type: none"> <li>➤ Daily reading, including via Oxford Owl.</li> <li>➤ English, including GPS.</li> <li>➤ Maths using WRM, including daily times tables / arithmetic.</li> <li>➤ Wider Curriculum.</li> <li>➤ Opportunities for problem solving,</li> </ul> </td> </tr> </tbody> </table>	EYFS	KS1	KS2	Daily learning includes: <ul style="list-style-type: none"> <li>➤ Reading/Phonics.</li> <li>➤ Maths using WRM.</li> <li>➤ Opportunities for Creative Play.</li> <li>➤ A suggested form of physical exercise once or twice a week.</li> </ul>	Daily lessons are accessible via Class-Dojo to include: <ul style="list-style-type: none"> <li>➤ Daily reading via Oxford Owl.</li> <li>➤ English, including phonics and spelling.</li> <li>➤ English writing task.</li> <li>➤ Wider Curriculum.</li> <li>➤ Maths using WRM, including daily times tables / arithmetic.</li> <li>➤ Opportunities for creativity and problem solving.</li> </ul>	Teachers will use Microsoft Teams to deliver daily lessons which include: <ul style="list-style-type: none"> <li>➤ Daily reading, including via Oxford Owl.</li> <li>➤ English, including GPS.</li> <li>➤ Maths using WRM, including daily times tables / arithmetic.</li> <li>➤ Wider Curriculum.</li> <li>➤ Opportunities for problem solving,</li> </ul>
EYFS	KS1	KS2					
Daily learning includes: <ul style="list-style-type: none"> <li>➤ Reading/Phonics.</li> <li>➤ Maths using WRM.</li> <li>➤ Opportunities for Creative Play.</li> <li>➤ A suggested form of physical exercise once or twice a week.</li> </ul>	Daily lessons are accessible via Class-Dojo to include: <ul style="list-style-type: none"> <li>➤ Daily reading via Oxford Owl.</li> <li>➤ English, including phonics and spelling.</li> <li>➤ English writing task.</li> <li>➤ Wider Curriculum.</li> <li>➤ Maths using WRM, including daily times tables / arithmetic.</li> <li>➤ Opportunities for creativity and problem solving.</li> </ul>	Teachers will use Microsoft Teams to deliver daily lessons which include: <ul style="list-style-type: none"> <li>➤ Daily reading, including via Oxford Owl.</li> <li>➤ English, including GPS.</li> <li>➤ Maths using WRM, including daily times tables / arithmetic.</li> <li>➤ Wider Curriculum.</li> <li>➤ Opportunities for problem solving,</li> </ul>					

		<ul style="list-style-type: none"> <li>➤ A suggested form of physical exercise once or twice a week.</li> </ul>	<p>creativity and investigation.</p> <ul style="list-style-type: none"> <li>➤ A suggested form of physical exercise once or twice a week.</li> </ul>
<p><b>Priorities for Implementing Remote Learning</b></p> <ul style="list-style-type: none"> <li>• All staff to read latest Remote Learning and E-Safety policies (on website).</li> <li>• All staff to promote Acceptable Use Policy with pupils and families.</li> <li>• Headteacher to promote via the newsletter.</li> <li>• ICT leader to create timetable for laptops.</li> <li>• Order laptop cleaning wipes.</li> <li>• <b><i>Each class bubble must have 14 days remote learning packs electronically - ready to send out in the event of enforced bubble closure.</i></b></li> <li>• Reissue learning platform logins to pupils.</li> <li>• Promote access to Oxford Owls.</li> <li>• Secure daily arithmetic, times-tables and problem solving in mathematics.</li> <li>• Forward on materials not accessible each week.</li> <li>• Commence regular phone calls of children prioritising vulnerable pupils and log outcomes using school system; SEND lead to target key children.</li> <li>• Parent to be informed that in event of lockdown staff will only communicate within working office hours of 8.30am to 5.00pm, term time only (excluding weekends and bank holidays). This includes responding to emails via the learning platforms.</li> <li>• DSLs will only communicate outside these hours to safeguarding and health and safety issues.</li> <li>• Respond to daily registration and pupil engagement.</li> <li>• Identify those children without online access and liaise with SLT for alternative provision.</li> <li>• Monitor learning and provide feedback via Teams /Class Dojo.</li> <li>• Report any concerns to SLT/DSL.</li> <li>• In addition to daily activities set, the class teacher will recommend suggested mindfulness and physical activities to supplement the pupil's learning.</li> </ul> <p><b>Providing Feedback</b></p> <ul style="list-style-type: none"> <li>• Teacher in EYFS will monitor parental contributions and provide timely and constructive feedback where appropriate.</li> <li>• Teachers in Year 1-6 will acknowledge and provide feedback to all children's submitted work within 24 hours via online platforms.</li> <li>• Parents / carers to seek teacher's advice regarding reading development.</li> <li>• In Mathematics, children will be encouraged to self-mark using the answers provided. For younger children, parents and carers should be encouraged to support.</li> <li>• Teachers may also use individual children's work to provide whole class feedback.</li> </ul> <p><b>Providing Remote Learning for Children with No Access to Online Learning</b> Teachers are responsible for:</p> <ul style="list-style-type: none"> <li>• Liaising with the SLT in the first instance to check children's eligibility for technical support via internet access/laptop provision.</li> <li>• Providing paper print outs of English, Wider Curriculum and Mathematics learning and answers on a weekly basis to via home delivery or pick up from school reception (depending on reasons for remote learning).</li> <li>• Communicating with families via telephone to explain expectations and provide guidance and support.</li> </ul> <p><b>Setting Remote Learning in the Event of Individuals Being Affected</b></p>			

	<p>Where a child is unable to attend school because they are complying with clinical or public health advice the school will encourage families to access online resources signposted on the school website and /or via Microsoft Teams / Class Dojo.</p> <p><b>Keeping in Touch with Pupils who are Not in School and their Parents/Carers</b> Teachers are responsible for:</p> <ul style="list-style-type: none"> <li>• Responding to morning registration communication each day between 8:30 and 10:00 am.</li> <li>• Responding to emails from pupils/parents on a daily basis during normal working hours.</li> <li>• Telephoning pupils – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones. Where this is not possible because staff are working from home and using personal devices, then teachers must withhold their personal numbers. Outcomes of calls must be recorded and stored in Staff Shared folder named 'Covid19– Class Registration'.</li> <li>• All teaching staff, including support staff (proportion to working hours) must be contactable between the hours 8.30am to 3.30pm, Monday to Friday (term time only) via their message application on the designated learning platform.</li> <li>• Teachers must report concerns i.e. Lack of contact/absence of children registering or submitting home learning/ dealing with complaints etc to HT or DH.</li> <li>• In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below.</li> </ul>
Classroom based Support Staff	<ul style="list-style-type: none"> <li>• Be available for timetabled Zoom/Microsoft Team calls with allocated year group colleagues/class.</li> <li>• Where appropriate respond to online registration/feedback to pupils and provide live reading lessons as directed by class teacher.</li> <li>• Report any concerns in the first instance to class teacher. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below</li> <li>• Liaise with SEND leads and teachers to differentiate remote learning for any SEND pupils, or compile tailored remote learning packs.</li> </ul>
Governing Body	<ul style="list-style-type: none"> <li>• Monitor the school's approach to providing remote learning to ensure the education offer remains high quality.</li> <li>• Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons</li> </ul>
Office Staff and ICT support	<ul style="list-style-type: none"> <li>• Update school website and keep parents/carers informed of updates.</li> <li>• Support staff in securing technical support.</li> <li>• Support families in securing help with technical difficulties in order to enable remote access.</li> <li>• Review the security of remote learning systems and identify any data protection breaches.</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• Read and agree to the Acceptable Use Policy terms and materials.</li> <li>• Report / check-in online between the hours of 8:30 and 10:00 am each day using their online learning platform.</li> <li>• Complete online learning. (Children are not expected to print out worksheets but should use Home Learning books to record responses and complete assignments using Microsoft Teams/Word where applicable. In the case of extended remote learning, then the school will provide appropriate English and Maths learning resources.)</li> <li>• Alert teachers if work is not submitted.</li> <li>• Seek help from teachers online if needed.</li> </ul>
Parents/ Carers	<p>Seek help from teachers online if needed.</p> <ul style="list-style-type: none"> <li>• Read and support children with understanding the Acceptable Use Policy terms and materials.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support children each day to make sure that they have registered, accessed learning and submitted tasks.</li> <li>• Alert staff if their child is sick or unable to submit learning.</li> <li>• Seek help from teachers using the online learning platform, or from school staff using <a href="mailto:office@rushwick.worcs.sch.uk">office@rushwick.worcs.sch.uk</a> where necessary.</li> </ul>
--	--

### Virtual Meetings

During remote learning, all staff are expected to:

- Be available to attend virtual meetings.
- Dress in an appropriate and professional manner.
- Select areas to be recorded for virtual meetings carefully: there should be little background noise and there should be nothing inappropriate/personal visible. (Blank/neutral backgrounds are ideal to prevent sharing of personal details or information about staff.)

### Who to contact if staff have any questions or concerns they should contact the following:

- Issues in setting work – SLT.
- Issues with IT – in first instance school IT lead, then SLT.
- Issues with workload/wellbeing –DH / HT.
- Issues/concerns with data protection – follow school Data Protection Policy.
- Dealing with concerns/complaints from families – DH /HT.
- Concerns about safeguarding – contact school DSL team (Headteacher (GJ), Deputy Head (DH) and additional deputy DSL (TS).

### Data protection

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

- Have read, agreed and signed terms and conditions of the Acceptable Use Policy.
- In the event of remote learning, office staff will make available the contact details of pupils in the Coronavirus Folder on '**Staff Shared**'.
- Contact details of pupils should not be downloaded on to own personal devices.

### Processing personal data

Staff members may need to collect and/or share personal data such as personal contact numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. Private emails of staff should never be used or shared with parents or pupils - dedicated school email addresses must always be used.

### 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**

Our Child Protection/Safeguarding Policy has been updated to reflect the current situation (see latest policy on school website).

## **Monitoring arrangements**

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head teacher and Deputy Head teacher. At every review, it will be approved by the governing body.

## **Links with other policies**

This policy should be read in conjunction with the following policies, all available on the school website or via school office:

- School Covid-19 Risk Assessments.
- Child Protection / Safeguarding Policy and the Safeguarding Policy Addendum.
- Behaviour Policy (with Covid-19 Addendum).
- Data Protection Policy.
- Online Safety Policy.
- Acceptable Use Policy.
- Home School Agreement.

Supplementary advice is available from:

- Safe remote learning, published by SWGfL.
- Online safety and safeguarding, published by LGfL, which covers safe remote learning.
- The National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely.
- Safeguarding and remote education during coronavirus (COVID-19), published by DfE annex C of 'Keeping Children Safe in Education'.

**Policy Date:** September 2020

Reviewed: January 2021

**Review Date:** September 2021