

Turners Hill CofE Primary School
Remote Learning Policy
October 2020



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

Roles and responsibilities

Teachers

Teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. 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 providing remote learning, teachers are responsible for –

Setting work:

- Class teachers will provide approximately three activities per day for their pupils plus Reading
- Activities should include one English (either Writing, GPS or Spelling); one Maths; and one other curriculum subject
- Instructions should contain enough detail for the pupil to be relatively independent (age dependent). Teachers should not assume that a home has access to a printer to print anything
- Relevant resources will be uploaded to Google Classrooms
- Class Teachers will co-ordinate with other teachers to ensure consistency of approach

Providing feedback on work:

- Pupils can email any completed work to their teacher via the class email account
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address)
- Pupils or their parents who send work and/or photographs should receive an acknowledgement and praise from a teacher or other school staff, where possible within 24 hours. This will not aim to replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally
- Parents should note that the government does not expect them to perform as teachers nor expect a school's lockdown offer of remote learning activities to be 'education as normal but from home'. While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share this with a parent(s)/carer(s), it is recognised that families are all coping in different ways with different challenges

Keeping in touch with pupils who aren't in school and their parents:

- Teachers must inform a member of the school office or SLT if they have not received contact from a child or their parent on a daily basis. We will contact those parents that we do not hear from to check on their welfare and safety. Contact will be made through a telephone call or email from school by a member of the office staff/ SLT.

Attending virtual meetings with staff, parents and pupils:

- When attending online meetings via video, staff should be dressed appropriately in line with the Staff Code of Conduct policy.
- Where possible, staff should attend virtual meetings with parents and pupils consider the location used (e.g. avoid areas with background noise, nothing inappropriate in the background).

Teaching Assistants

Teaching Assistants should be available during their normal working hours on the days they are normally required in school. 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. Teaching assistants may:

- Provide support to the class teacher when remote learning is taking place
- Work in school for specific tasks as required by the Headteacher
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Preparing paper based resources
- Available to hold the registration and guided reading if the Classteacher is unavailable

Inclusion Team

The Inclusion Manager is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During a period of enforced school closure the SENCO will continue to:

- Lead on liaison with SEND pupils at home and their families
- Ensure completion of necessary SEND paperwork and/or applications

Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and reviewing the work set
- Ensure that the whole-school approach to remote learning is sensitive to different circumstances at home and offers a blended approach
- Oversee the ongoing wellbeing and CPD of teaching assistants.

Designated Safeguarding Lead

The DSL's responsibilities are identified within the school's Child Protection Policy.

Pupils and Parents

Staff can expect pupils to:

- Try their best to complete at least some of the activities provided on a daily (weekday) basis

- Do some reading (or listen to some reading) every day
- Seek help if they need it from adult(s) at home
- Have fun

Staff can expect parents to:

- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc.
- Seek help from the school if they need it
- Email completed work to the class email address, ideally daily. This will allow staff to engage with pupil work and provide feedback
- Be respectful when making any complaints or concerns known to staff
- Make contact with the school within a 24 hour period if required by a member of staff and respond fully within two days to such as request, where there is a concern about the pupil's learning, behaviour or health.

Governing Body

The Governing Body is responsible, including as advised by the DfE, for:

- Supporting staff and pupil wellbeing
- Monitoring by focussing on safeguarding, health and safety, head teacher and staff wellbeing and the school's approach to providing remote learning for pupils
- Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that: Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met. Complaints - the DfE has updated their guidance for school's complaints policies to provide that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until school has reopened.

Who to contact if staff have any questions or concerns about remote learning

- Issues in setting work – contact Classteacher, Deputy Headteacher or Headteacher
- Issues with behaviour – contact Classteacher, Deputy Headteacher or Headteacher
- Issues with IT – contact the IT Technician or School Office
- Issues with their own workload or wellbeing – contact Head teacher
- Concerns about data protection –contact the school Bursar or Headteacher
- Concerns about safeguarding – contact the DSLs as set out within the school's Child Protection Policy. If parents have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Deputy Headteacher or Headteacher at school via office@turnershillschool.org.uk

Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Follow the school's Child Protection policy to record any parent contact or concerns about children.

- Office Staff and SLT are able to locate personal details of families when required through securely accessing electronic systems

Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, 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 any external hard drives are 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

Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governing Body.

Links with other policies

This policy is linked to the school's following policies:

- Behaviour Policy
- Child Protection Policy
- Data protection policy
- ICT and Acceptable Use Policy
- Staff Code of Conduct

Remote Learning Policy Lead members of staff: Ben Turney & Charlotte Palin

Date of publication October 2020

Review date: September 2021

APPENDIX A:

Information shared with parents/carers

Circumstance	Remote learning																																													
<p>My child (<i>and their siblings if they are also attending Turners Hill CofE Primary</i>) is absent because they are awaiting test results and our household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.</p>	<p>If your child is required to stay at home and is able to complete work, we have attached a table with hyperlinks to specific units on 'The National Oak Academy' online resources. Some units have 10 lessons so could be used and continued if needed later on.</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Year Group</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Foundation</th> </tr> </thead> <tbody> <tr> <td>Year R</td> <td>Daily reading</td> <td>The Noisy House</td> <td>Early Mathematical experiences</td> <td>Understanding the World – All about Me</td> </tr> <tr> <td>Year 1</td> <td>Daily Reading</td> <td>The Magic Paintbrush</td> <td>Numbers to 10</td> <td>History – How have people’s lives have changed in living memory?</td> </tr> <tr> <td>Year 2</td> <td>Daily Reading</td> <td>How Coyote brought fire to the Earth.</td> <td>Numbers within 100</td> <td>History – How have people’s lives have changed in living memory?</td> </tr> <tr> <td>Year 3</td> <td>Daily Reading</td> <td>Monster Pizza</td> <td>Place Value</td> <td>Roman Britain</td> </tr> <tr> <td>Year 4</td> <td>Daily Reading</td> <td>The Borrowers</td> <td>Reasoning with 4 digit numbers</td> <td>Roman Britain</td> </tr> <tr> <td>Year 5</td> <td>Daily Reading</td> <td>School Uniform</td> <td>Reasoning with larger numbers</td> <td>Roman Britain</td> </tr> <tr> <td>Year 6</td> <td>Daily Reading</td> <td>Pandas</td> <td>Integers and decimals</td> <td>Roman Britain</td> </tr> </tbody> </table> <p>Please email completed work to your class’ email address e.g. maple@turnershillschool.org.uk</p>	Year Group	Reading	Writing	Maths	Foundation	Year R	Daily reading	The Noisy House	Early Mathematical experiences	Understanding the World – All about Me	Year 1	Daily Reading	The Magic Paintbrush	Numbers to 10	History – How have people’s lives have changed in living memory?	Year 2	Daily Reading	How Coyote brought fire to the Earth.	Numbers within 100	History – How have people’s lives have changed in living memory?	Year 3	Daily Reading	Monster Pizza	Place Value	Roman Britain	Year 4	Daily Reading	The Borrowers	Reasoning with 4 digit numbers	Roman Britain	Year 5	Daily Reading	School Uniform	Reasoning with larger numbers	Roman Britain	Year 6	Daily Reading	Pandas	Integers and decimals	Roman Britain					
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<p>My child’s whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</p> <p>We enter another ‘lockdown’ with total school closure.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #76923c; color: white;"> <th>DAY 1</th> <th>Curriculum Area</th> <th>Delivery Method</th> <th>Online activity</th> <th>Paper activity</th> </tr> </thead> <tbody> <tr> <td style="background-color: #76923c; color: white;">9.00am</td> <td>Register & Reading</td> <td>Video with member of school staff</td> <td>Register & Class read followed by questions or activities</td> <td>Reading activity to be verbally shared on the call</td> </tr> <tr> <td style="background-color: #76923c; color: white;">9.45am</td> <td>Maths- shape and coordinates</td> <td>Oak National Academy</td> <td>Year 4: Reading, comparing and interpreting pictograms Year 5: Interpreting Line Graphs</td> <td>Worksheet 1 Worksheet 1</td> </tr> <tr> <td style="background-color: #76923c; color: white;">10.45am</td> <td colspan="4" style="text-align: center;">Break Time</td> </tr> <tr> <td style="background-color: #76923c; color: white;">11.00am</td> <td>Writing- non-chronological report</td> <td>Oak National Academy</td> <td>Non-Fiction Wild Cats</td> <td>Highlight Features worksheet</td> </tr> <tr> <td style="background-color: #76923c; color: white;">12.00pm</td> <td colspan="4" style="text-align: center;">Lunch</td> </tr> <tr> <td style="background-color: #76923c; color: white;">1.00pm</td> <td>Geography</td> <td>Oak National Academy</td> <td>Lesson 1</td> <td>Draw and label your own water cycle diagram</td> </tr> <tr> <td style="background-color: #76923c; color: white;">2.00pm</td> <td>Physical Activity</td> <td>Coach David’s PE</td> <td></td> <td>PDF – Home Athletics from Coach David</td> </tr> <tr> <td style="background-color: #76923c; color: white;">2.30pm</td> <td>Collective Worship</td> <td>Video with member of school staff</td> <td>An act of Collective Worship, mindfulness, PSHE or our weekly Celebration Assembly</td> <td></td> </tr> </tbody> </table> <p>Children with an EHCP if your child receives this support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child’s Learning Support Assistant.</p>	DAY 1	Curriculum Area	Delivery Method	Online activity	Paper activity	9.00am	Register & Reading	Video with member of school staff	Register & Class read followed by questions or activities	Reading activity to be verbally shared on the call	9.45am	Maths- shape and coordinates	Oak National Academy	Year 4: Reading, comparing and interpreting pictograms Year 5: Interpreting Line Graphs	Worksheet 1 Worksheet 1	10.45am	Break Time				11.00am	Writing- non-chronological report	Oak National Academy	Non-Fiction Wild Cats	Highlight Features worksheet	12.00pm	Lunch				1.00pm	Geography	Oak National Academy	Lesson 1	Draw and label your own water cycle diagram	2.00pm	Physical Activity	Coach David’s PE		PDF – Home Athletics from Coach David	2.30pm	Collective Worship	Video with member of school staff	An act of Collective Worship, mindfulness, PSHE or our weekly Celebration Assembly	
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