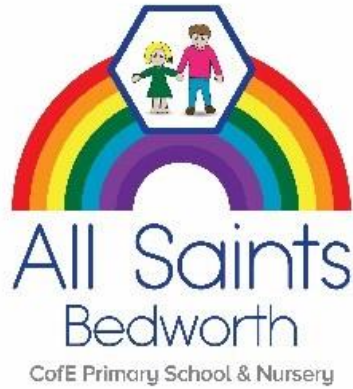


All Saints Bedworth C of E Primary School



Remote learning Guidance October 2020

Rationale

At All Saints we are working to provide all our children with the fertile soil in which they can grow to be the best that they can be in all areas of their lives. We wholeheartedly adhere to the belief expressed in the Church of England's Vision for Education (2016) that *"We aim to deliver excellence in education and want the very best outcomes for children and young people so that they can achieve their fullest potential.... With many schools reporting that they feel under increasing pressure to make artificial choices between academic rigour and the wellbeing of their pupils, we are unequivocal in our message that there is no such distinction – a good education must promote life in all its fullness"*

We therefore embrace Christian values alongside our Learning Values and our school vision sets out how we will nurture the whole school community to 'grow' in every sense of the word.

School Vision, values and mission

At All Saints we are building our vision around the *Parable of the Sower*.

"The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.

Luke 8:15

We are committed to ensuring that we provide the fertile soil in which everyone can grow to be the best that they can be. We use the statement *'Learning and Growing together to be the best that we can be'* to summarise our Vision.

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 remote learning in the event of a range of scenarios
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Pay attention to the balance between staff workload and staff wellbeing
- Set remote learning within the context of wider school development / the school curriculum

Roles and responsibilities

Class Teachers

When providing remote learning, teachers who are not unwell themselves must be available between **8.45am and 3.30pm**

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.

CLASS TEACHERS	Individual pupil not attending <i>(when absence is longer than 2 days)</i> Reading books / paper-based activities to be collated by teaching staff and hand delivered by Office staff	Individual pupil / small group isolating for 14 days <i>(when absence is longer than 1 day)</i> Reading books / paper-based activities to be collated by teaching staff and hand delivered by Office staff	Whole class isolating for 14 days <i>(to be provided within 24 hours of isolation being communicated with parents)</i> Paper-based activities to be collated by / emailed by teaching staff and hand delivered by Office staff
Setting work for pupils: Paper-based activities to be provided	<ul style="list-style-type: none"> • Additional levelled reading book • Reading comprehension activities • Arithmetic / basic skills activities • Extra handwriting and spelling practice sheets, linked to previously taught skills (Twinkl) • Signposting to appropriate pages from the CGP GPS Practice Book 	<ul style="list-style-type: none"> • Additional levelled reading book • A copy of the Whole Class reading text, along with corresponding activities linked to class work • A Maths Workbook linked to the current unit of learning (White Rose) • An English unit of work, which includes a range of skills lessons and opportunities to write at length • Extra handwriting and spelling practice sheets, linked to previously taught skills (Twinkl) • Signposting to appropriate pages from the CGP GPS Practice Book 	<ul style="list-style-type: none"> • A <u>weekly timetable</u> to include a daily English lesson, maths lesson and wider curriculum lesson • <u>English</u>: A unit of work to last for 14 days leading to a writing outcome (Talk 4 Writing OR Oak Academy) • <u>Maths</u>: Worksheet / workbook to accompanying daily lesson videos from White Rose Premium • <u>Wider curriculum</u>: Daily lesson, linked to planned theme. Oak Academy lessons may be used to support this where appropriate • Mathletics activities assigned • TTRS access
Setting work for pupils: Online learning activities to be provided	<ul style="list-style-type: none"> • Mathletics activities assigned • TTRS access (KS2 only) • Ongoing communication via Class Dojo • Access to Portfolios to upload work 	<ul style="list-style-type: none"> • Mathletics activities assigned • TTRS access (KS2 only) • Ongoing communication via Class Dojo • Access to Portfolios to upload work 	<ul style="list-style-type: none"> • <u>Start of the day</u> registration session / learning check in on Zoom <i>(between 8.45am and 9.30am)</i> • <u>Reading</u>: Daily whole class reading lesson via Zoom as part of the start of the day Zoom meeting • <u>English</u>: If using Oak Academy units of work, lesson videos will be shared. • <u>Maths</u>: Daily video lesson from White Rose Premium. Teacher may create additional videos to 'model' mathematical concepts. • <u>Wider curriculum</u>: Daily lesson video from Oak Academy, where appropriate to support the planned learning • <u>End of the school day</u> marking and feedback session. Share work in Portfolios <i>(between 2.45pm and 3.30pm)</i>

Providing feedback on pupil's work	Class Dojo Portfolios: Provide feedback on all work uploaded	Class Dojo Portfolios: Provide feedback on all work uploaded	Class Dojo Portfolios: Provide feedback on all work uploaded End of the school day Zoom meeting
Keeping in touch with pupils and parents	Parents can contact staff via the school office and request a call back Teachers are available on Class Dojo and will access messages daily	Parents can contact staff via the school office and request a call back Teachers are available on Class Dojo and will access messages daily	Available on Class Dojo 8.45am to 3.15pm Beginning of the school day: Zoom meeting to take register, go through daily timetable and share daily Reading lesson End of the school day: Zoom meeting to mark work / share examples of uploaded work
Provide information to School Office	Additional levelled reading books and paper based activities to be provided to school office for photocopying / hand delivery when pupils are absent for longer than 2 days	Additional levelled reading books / class text and paper based activities to be provided to school office for photocopying / hand delivery within 24 hours of being notified of the 14 day isolation	Paper based activities to be provided to school office for photocopying / hand delivery within 24 hours of the class isolation being communicated Provide office with daily register / list of pupils who attend the start of the day registration session
Attending virtual meetings	N/A	Isolating staff who are not unwell themselves should attend all identified staff meetings / CPD sessions virtually	Isolating staff who are not unwell themselves should attend all identified staff meetings / CPD sessions virtually
Adhering to agreed safeguarding, data protection and IT security policies in relation remote learning	<p><i>SEE STAFF ACCEPTABLE USE POLICY OCTOBER 2020</i></p> <p><i>SEE CHILD PROTECTION AND SAFEGUARDING POLICY SEPT 2020</i></p> <p><i>SEE STAFF BEHAVIOUR POLICY / CODE OF CONDUCT SEPT 2020</i></p>		

Teaching assistants

When assisting with remote learning, teaching assistants who are not unwell themselves must be available between 8.45am and 3.30pm.

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

TEACHING ASSISTANTS	Individual pupil not attending <i>(when absence is longer than 2 days)</i> Reading books / paper-based activities to be collated by teaching staff and hand delivered by Office staff	Individual pupil / small group isolating for 14 days <i>(when absence is longer than 1 day)</i> Reading books / paper-based activities to be collated by teaching staff and hand delivered by Office staff	Whole class isolating for 14 days <i>(to be provided within 24 hours of isolation being communicated with parents)</i> Paper-based activities to be collated by / emailed by teaching staff and hand delivered by Office staff
Setting work for pupils: Paper-based activities to be provided	Support class teachers to identify/ create, photocopy and email appropriate work Identify pupils with additional needs who will need differentiated / scaffolded books and activities provided	Support class teachers to identify/create, photocopy and email appropriate work Identify pupils with additional needs who will need differentiated / scaffolded books and activities provided	Support class teachers to identify/create photocopy and email appropriate work Identify pupils with additional needs who will need differentiated / scaffolded books and activities provided and support class teacher to create/provide this work
Setting work for pupils: Online learning activities to be provided	Ongoing communication via Class Dojo Support class teacher with preparing and assigning online activities, including differentiated activities for pupils with additional needs	Ongoing communication via Class Dojo Support class teacher with preparing and assigning online activities, including differentiated activities for pupils with additional needs	<ul style="list-style-type: none"> Attend the start of the day registration session / learning check in on Zoom <i>(between 8.45am and 9.30am)</i> Reading: Participate in daily whole class reading lesson via Zoom as part of the start of the day Zoom meeting Attend the end of the school day marking and feedback session <i>(between 2.45pm and 3.30pm)</i>
Providing feedback on pupil's work	Class Dojo Portfolios: Provide feedback on all work uploaded	Class Dojo Portfolios: Provide feedback on all work uploaded	Class Dojo Portfolios: Provide feedback on all work uploaded Attend end of the school day Zoom meeting
Keeping in touch with pupils and parents	Parents can contact staff via the school office and request a call back	Parents can contact staff via the school office and request a call back	Beginning of the school day: Zoom meeting to take register, go through daily timetable and share daily Reading lesson End of the school day: Zoom meeting to mark work / share examples of uploaded work <u>Pupils with SEND:</u> Contact families via telephone twice per week to identify any further learning support needed and feed this back to class teachers

Provide information to School Office	Support class teacher to provide additional levelled reading books and paper-based activities to be provided to school office for photocopying / hand delivery when pupils are absent for longer than 2 days	Support class teacher to provide additional levelled reading books / class text and paper-based activities to be provided to school office for photocopying / hand delivery within 24 hours of being notified of the 14 day isolation	Support class teacher to provide paper-based activities to school office for photocopying / hand delivery within 24 hours of the class isolation being communicated
Attending virtual meetings	N/A	Isolating staff who are not unwell themselves should attend all identified staff meetings / CPD sessions virtually	Isolating staff who are not unwell themselves should attend all identified staff meetings / CPD sessions virtually
Adhering to agreed safeguarding, data protection and IT security policies in relation remote learning	<p><i>SEE STAFF ACCEPTABLE USE POLICY OCTOBER 2020</i></p> <p><i>SEE CHILD PROTECTION AND SAFEGUARDING POLICY SEPT 2020</i></p> <p><i>SEE STAFF BEHAVIOUR POLICY / CODE OF CONDUCT SEPT 2020</i></p>		

School Office Staff

- Keep an up to date record of all pupils who are not attending school linked to the Coronavirus situation
- Inform class teachers, teaching assistants and the Inclusion Co-ordinator when pupil absence has reached one of the agreed triggers, and work will need to be sent home / assigned (after two days of absence if still awaiting a test, or after one day of absence for a confirmed 14-day isolation period)
- Print / photocopy / prepare paper-based home learning activities, as directed by class teacher or teaching assistants
- Hand deliver home learning activities within the agreed deadlines
- Make contact with parents/carers via telephone if a child does not attend a scheduled online Zoom registration session (attendance check-in)
- Adhere to agreed safeguarding, data protection and IT security policies in relation remote learning (Acceptable Use Policy, Child Protection and Safeguarding Policy, Staff Behaviour Policy)

Inclusion Co-ordinator

- Maintain an up to date list of disadvantaged and vulnerable pupils and families
- Make a minimum of twice-weekly contact with any disadvantaged or vulnerable families that are isolating for a period of 14 days or longer
- Record information discussed with families on CPOMs and alert the appropriate members of staff
- Maintain contact with all staff, collating and passing on information and responding to any concerns

Subject leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Supporting staff to set appropriate work for pupils in their subject – paper-based and online activities
- Monitoring the quality and consistency of work set by teachers in their subject
- Reviewing curriculum plans in light of classes needing to isolate, to ensure quality coverage and delivery over time
- Work with other subject leaders and senior leaders to make sure work set remotely is appropriate and consistent, and deadlines and expectations are being adhered to by all staff
- Alerting teachers to resources they can use to teach their subject remotely

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, and adapting policies/processes in light of government guidance and feedback
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for:

- Having daily access to CPOMs and responding to any safeguarding cause for concerns
- Maintaining contact with all staff, collating and passing on information and responding to any concerns

Pupils and parents

Staff can expect **pupils** learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Use Class Dojo Portfolios to upload examples of home / remote learning (with support from parents/carers)
- Follow the school rules when attending online Zoom sessions
- Participate in Zoom sessions appropriately – listening to staff and contributing when asked to
- Seek help if they need it, from teachers or teaching assistants
- Be appropriately dressed for online sessions

Staff can expect **parents** with children learning remotely to:

- Supervise and support pupil's access to remote learning
- Support pupils to attend daily Zoom sessions with class teachers, when timetabled by the class teacher
- Support pupils to upload examples of home / remote learning to Class Dojo Portfolios
- Alert teachers if pupil's are not able to complete work, or if their child is unwell and will be absent from any sessions
- Position laptops / devices in a suitable shared location in the house (e.g. living room / dining room)
- Ensure children are wearing suitable clothing for online sessions

- Ensure children are listening / participating with the session in an appropriate way, and remove them if not
- Not to take screenshots / photos of any online sessions
- Be respectful to staff and Adhere to the Parent Code of Conduct at all times

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

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 Head of School
- Issues with behaviour – SENCO, Inclusion Co-ordinator or Head of School
- Issues with IT – log a call with Technical Support (CSE)
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to SLT
- Concerns about safeguarding – talk to a DSL

Data protection (refer also to Staff Acceptable Use Policy, Oct 2020)

Accessing personal data

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

- Staff are able to access limited parent contact details via Class Dojo and CPOMs using their secure passwords for these systems.
- Additional contact details – e.g. phone numbers – will be provided by the school office when the reasons for this are justifiable
- Staff should not share any personal data with a third party
- Staff should use school-loaned devices to access any personal information on parents or pupils

Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers 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.

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 and updating antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Reporting any issues with school-loaned devices immediately to CSE Technical Support

Safeguarding

Please refer to the following policies, which are available on a school website or by contacting the school office:

- Child Protection and Safeguarding Policy Sept 2020
- Keeping Children Safe in Education (Part 1 and Part 5) Sept 2020
- Staff Behaviour Policy (Code of Conduct) Sept 2020
- Staff Acceptable Use Policy Oct 2020
- Parent/Carer Code of Conduct Feb 2020

Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government, or in response to monitoring and/or feedback

At every review, it will be approved by SLT and the Governing Body.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and Safeguarding Policy
- Data protection policy and privacy notices
- Parent/carers Code of Conduct
- Staff Behaviour Policy
- Staff Acceptable Use Policy