## COURTWOOD PRIMARY SCHOOL

# REMOTE LEARNING POLICY

Approved by the Local Governing Body
15th May 2023

To be reviewed Spring 2024

Remote Education is where pupils and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed either on or off line through technology such as online learning platforms (Google Classroom).

At Courtwood Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

**Aims**

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This remote learning policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning, protecting pupils from the risks associated with using devices connected to the internet.
- 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.

If a child does not have access to an online device, the school will do all it can to support children and will provide alternatives. Where funding can be accessed, remote devices (e.g laptops) and/or mobile WiFi dongles will be sought for those categorised as the most disadvantaged children.

**DFE Expectations**

*Where a class, group or small number of pupils need to self-isolate, or there is a local or national 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.*

*In developing these contingency plans, <u>we expect schools to</u>:*

- *use a **curriculum sequence** that allows access to **high-quality** online and offline resources and teaching videos and that is 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, <u>we expect schools to</u>:*

- *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*

## Scenarios for Remote Learning:

1. **Year group closed (Partial Closure) -** Move fully to remote learning.

   - Work will be uploaded onto Google Classroom by 9am each day
   - In this scenario it is anticipated that teachers will maintain their directed working hours.
   - Teachers will:
     - respond to queries raised by either parents or children, between 9am – 4pm
     - plan and resource lessons in line with the half termly weekly timetable
     - Respond to work – 3 key pieces (one English, one maths and one topic) will be identified per week for feedback and/or praise.

2. **Whole School Closure -** Move fully to remote learning.

   - As above
   - Teachers working remotely will record and upload lessons, responding to parent/children queries & providing feedback on work submitted, as and within the timescales detailed in scenario 3. Teachers will lead Google Meets.
     - Teachers working with keyworker children in school will use the same lessons as provided via the online platforms and lead the Google Meets. Responses to parents will be managed as possible.
     - Teachers will not be expected to respond during their designated PPA time.
     - TAs to be at school, on a rota basis to work with key worker/vulnerable children.
       - Sharing leading the small groups
       - Delivering the Remote Learning, using the same materials shared online and resourcing the work.

3. **For individual pupils on suspension** - Move fully to remote learning.
   - Either work will be uploaded onto Google Classroom by 9am each day or work will be provided in paper form for the pupil to complete whilst they are suspended/not at school.

## Roles and responsibilities

The **Senior Leadership Team (SLT)** are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through constant communication with teachers,
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring the well-being of families, children and colleagues

Setting remote learning in the event of <u>Whole or Partial Lockdown</u> **Teachers** are responsible for:

- Delivering some recorded lessons and setting learning assignments and activities for children in their class on a weekly basis using Google Classroom.
- Uploading maths lessons for all children, these will continue to be delivered via White Rose and these will be uploaded onto Google Classroom.
- Teachers may also set work that incorporates online platforms and materials recommended by the DfE e.g. Oak Academy.
- 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 and KS1 children given access to Bug Club e-books.

## Year Group Expectations

The table below sets out the content of our remote learning approach in line with the age of our children.

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. During remote learning, our EYFS

teacher will provide, via Google Classroom, a mixture of short, online lessons plus ideas for practical and creative activities that children and parents can engage with at home.

| EYFS | KS1 | KS2 |
|---|---|---|
| Daily lessons include:<br><ul><li>**Reading/Phonics** - Children may access Reading and Phonics materials via Bug Club, Oxford Owl and Letters & Sounds.</li><li>**English**</li><li>**Maths** using White Rose Maths</li><li>Work centred around class **Topic**</li><li>Ideas for **Physical Activity**</li></ul> | Daily lessons include:<br><ul><li>**Reading/Phonics** - Children may access Reading and Phonics materials via Bug Club, Oxford Owl and Letters & Sounds.</li><li>**English**</li><li>**Maths** using White Rose Maths and MyMaths</li><li>**Learning Journey** focus</li><li>Ideas for **Physical Activity**</li></ul> | Daily lessons include:<br><ul><li>**Reading** - Children may access Reading materials via Oxford Owl</li><li>**English**</li><li>**Maths** using White Rose Maths and MyMaths</li><li>**Learning Journey** focus</li><li>Ideas for **Physical Activity**</li></ul> |

A weekly timetable will be uploaded onto Google Classroom setting out the daily expectations for children to complete.

**HOME LEARNING LINKS**

Spelling & Maths Shed – https://www.edshed.com/en-gb/login
Oxford Owl – https://www.oxfordowl.co.uk/user/sign_up.html
Purple Mash – https://www.purplemash.com/sch/courtwood-cr0
Bug Club – https://www.activelearnprimary.co.uk/login?c=0
Busy Things – https://www.busythings.co.uk/lgfl-login/
White Rose – https://whiterosemaths.com/homelearning/

**Assessment and Feedback**

Each week, the work that is set will, as far as is possible, include one daily piece of work in English and one piece of work in Maths. In addition to this, pupils will be expected to complete and submit work for their Learning Journey topic.

Pupils will submit (or 'turn in') their work (i.e. assignments) for teacher assessment and feedback. Work can be completed online and submitted directly to teachers via Google Classroom. Alternatively, pupils can complete work on paper/in exercise books and a photograph of their work can then be uploaded to Google Classroom and submitted to teachers. Teachers will feedback on the focus pieces of work that have been identified for the week and return it to pupils with any suggestions for securing progress and/or praise.

Assuming they are well enough to work, **pupils** are expected to:

- Complete any paper pack learning provided
- If they have access to online devices, watch daily lessons and use additional online resources
- Complete all work set for them and submit work which is requested for feedback promptly
- Ensure that their electronic device is fully charged at the start of each day. Where pupils experience problems with Google Classroom, they or their parents/carers should proactively inform their child's class teacher via the Year Group email

Pupils are expected to uphold the same standards of conduct and behaviour when online, as they would be expected to in school. This includes but is not limited to:

- Ensuring appropriate language is used in Google Classroom comments or emails, and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the tasks in hand, including submission of any required work

- To ensure that clothing is appropriate, following the same guidance as a normal "non-uniform" day in school,

**Parents/Carers** are expected to:

- Adhere to this policy at all times during periods of remote learning
- Ensure their child is available to learn remotely, and that the schoolwork set is completed to the best of the child's ability
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school with Google Classroom or printed resources as soon as possible
- Be respectful when asking questions or making any complaints or concerns known to staff

The **Designated Safeguarding Lead (DSL)** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the IT technician to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Principal and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

The **SENCO** is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Principal and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

**Staff illness**

When staff are unwell during a period of school closure, staff should follow the usual absence procedure and contact a member of SLT via a telephone call as usual. If teachers are able to set work for any lessons that require it, then they do so. Otherwise, responsibility for work falls to the SLT. Whilst teachers are unwell, they will not be expected to mark any work turned in by pupils.

**Safeguarding**

During any partial or full school closure the safeguarding of all children and staff will remain a priority. At least one member of the Safeguarding Team will remain on site while the school is open wherever possible. Members of the Safeguarding Team can be reached by email at admin@courtwood.org.uk

Safeguarding remains the responsibility of all staff and as such staff will follow the guidance of the school Child Protection & Safeguarding Policy and the document 'Keeping Children Safe in Education 2020'.

In addition:

- Staff will make regular contact with parents/carers of children who are vulnerable, looked after, children in need plans or those who have an Education Health Care Plan.
- School will remind parents/ carers about the need for pupils to remain safe online and refer them to the school's E-Safety Policy.
- Staff must not use personal phones, emails or social media to carry out any contact with families
- Live remote contact may be used to deliver online tutoring and teaching, staff must follow best practice, which means there must be three students participating as a minimum and all interactions must be in-line with the School's Safeguarding Policy. **No 1:1 lessons should take place: groups of three or more students only**

The following websites offer useful support:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

**Nurture Team**

- Maintain well-being calls with families. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed.

**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.
- 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.

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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

**APPENDIX: National Online Safety Agency Top Tips For Parents:**

# 10 TOP TIPS
## REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

### 1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.

### 2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.

### 3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.

### 4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.

### 5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.

### 6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

### 7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.

### 8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

### 9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.

### 10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.