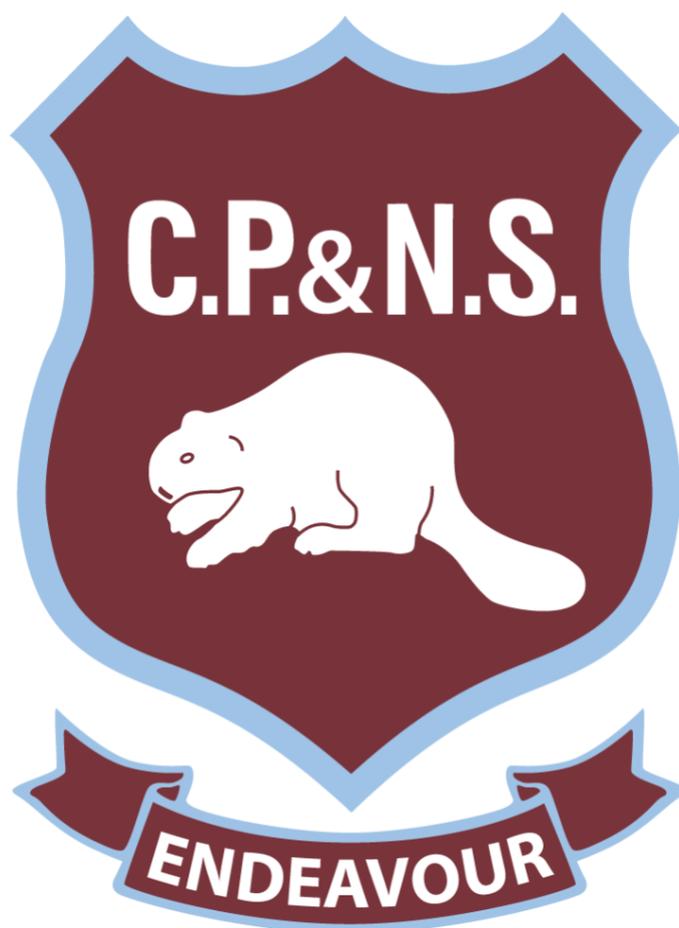


Remote Learning Policy

Corrie Primary and Nursery School



Approved by:

Jennifer Ruddock

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Last reviewed on:

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Next review due by:

December 2020

1. Aims

At Corrie Primary and Nursery School, we understand the need to continually deliver high quality education, including during periods of remote working – 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.

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 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 consistency in the approach to remote learning for pupils who aren't in school
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- 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 line with Government guidance, pupils, staff and families should self isolate if they display any of the COVID symptoms. If there is a positive result for COVID then pupils and adults in the bubble will be self isolating and would require remote learning so that no one need fall far behind. Remote education should be integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local, national or school lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

When to use this remote learning plan and policy –

- When a bubble is self isolating due to a positive case in the bubble.
- When the teacher is self isolating but the bubble remains in school.
- When a child is self isolating but the bubble remains in school - work packs are to be available which is stand alone to the sessions in class OR work is uploaded that is related to the work being undertaken in school that week.

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 4pm to upload any work and to give feedback on the lessons provided. Please say that you will be available online video link from ___ and ___ to discuss any concerns or worries and/or read a story. It is recommended that we try to be available after lunch before pm sessions begin to discuss the morning work and prepare them for the afternoon work.

If you'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. Appointments to be approved by Naomi in the usual way with evidence.

Teachers need to ring Gill Lewis each day when the bubble is self isolating and she will take the register identifying which children have accessed the work.

When providing remote learning, teachers are responsible for:

➤ **Setting work**

- Teachers need to set pupils work and plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through high quality video clips, tasks, links, pre recorded video or audio lessons for home learners.
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- Teachers will ensure that the programmes chosen for online learning have a range of accessibility features to support all pupils e.g. with EAL/SEN
- In the event that the teacher is off sick then the parallel class teacher needs to set work for the bubble.
- Activities should be ambitious and meaningful and must include English (writing/Phonics/Spelling), Maths and one other Curriculum Subject. Reading books will be sent home for the period of isolation/lockdown.
- Teachers should teach a planned and well sequenced curriculum so that knowledge and skills are built on incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers need to set a daily/weekly timetable in the event of a lockdown to include the above.
- Teachers should not assume that a home has access to a printer to print anything.
- Instructions and access to learning materials, either written or video links, should contain enough detail for the pupil to be relatively independent (age dependent) and should be frequent, clear of new content and delivered by the teacher or parallel teacher.
- online tools and resources should be consistently used across school in order to allow interaction, assessment and feedback and to ensure that we are trained in their use.
- Work to be uploaded by 9am each morning that would be required for the day. If you work in parallel classes it would make more 'time' sense to allocate to the year group rather than double up on the workload. Please see Remote Learning Plan (Appendix 2)
- Work will be uploaded to Google Classroom and links onto the website where necessary. Please see Appendix 3 for Instructions on how to use Google Classroom. Where children do not have access to technology paper learning packs will be prepared for the children to collect and returned to the teacher for feedback. Or school will loan out the technology to complete the work at home.
- Pupils 1-6 will be given a log in to Google Classroom and the class teacher will place daily tasks in the class folder and present the teaching through video links. Pupils will be required to use their own or family owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment.

- Pupils will continue to use their log ins to TT Rockstars, Reading Eggs and other resources where required and directed. Staff will collate all logins and passwords in the event that they get lost during lockdown and that teachers can resend the details to children swiftly.
- Pupils in Nursery and Reception will be given tasks to complete for the week via the school website or a paper pack where technology cannot be accessed. **Story time/phonics video link? Espresso?**
- SEND children will be given differentiated work packs and videos that are relevant to their ability and should be accessible for them with minimal adult support.
- Subject Leaders need to consider whether any aspects of the curriculum needs to change to accommodate remote learning. Subject Leaders will coordinate with other teachers to ensure consistency of the approach. Subject leaders can also alert teachers to any resources they could use to teach their subject.
- Should a member of staff require support with the use of technology, it is their responsibility to seek support in school and Senior Leaders will ensure support is given promptly. (Training on Google Classrooms 23rd September 2020 given)
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- **Providing feedback on work**
 - If online systems allow, feedback on pupils' work may be possible, but this should rely on the teachers professional judgement to determine how any feedback, including marking, is given.
 - Practice should be guided by the teacher's evaluation of the learning needs of pupils and the nature of the activity being undertaken.
 - Teachers should adjust the pace or difficulty of what is being taught in response to the questions or assessments and where necessary revising materials to ensure pupils understanding.
 - Feedback will be given whole class daily and individually where necessary. This will be using specific technology to allow for this such as Loom, Mote and digital stamps and the google classroom features.

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

- Google Classroom will be used and children are using the platform to access work and interact with the teacher. Teachers will be available via email from 9am - 4pm Monday to Friday and will respond in a swift manner.
- The DFE have produced a quality assured list of remote education resources and Oak Academy will make available video lessons covering the entire national curriculum.
- No regular contact with the parents is expected.
- Teachers should never use a personal device that shares their personal contact details.
- If a query or concern is sent to a teacher it must be responded appropriately and in a swift manner. Where the complaint or concern is continually raised then a member of SLT will be required to support. Where a teacher is off sick then any concerns will be addressed by SLT.

➤ **When to use remote learning**

- Where bubbles are self isolating at home and a teacher is off sick and there are parallel teachers left in school or self isolating at home, then they uploading any work for them to complete and logging onto google meet for face to face sessions to check in with pupils. If the teacher is not off sick but having to self isolate then they will provide work and video or live streams to deliver the work to their class at school.
- If a teacher has to self isolate but the class remains in school then they will upload the work and the children will complete it in school with a member of staff and the teacher will continue to give feedback and do some live teaching where necessary.
 - Workpacks or use of google classroom need to be provided for individual children who need to quarantine following holidays or other reasons e.g. waiting for a test .
 - Teachers will require all logins and passwords, for children, for each app/website/link that the children will require to complete work at home in the event that they are forgotten or lost.
 - Ensure that Naomi/Jenny/Nadine have teachers login for google classroom and year group email address to respond to any concerns raised during remote learning.

There will be a tiered approach to remote learning:

When individual children are awaiting test results or self isolating (small group of children within the cohort) – work is to be uploaded to Google Classroom for the week so that any of these children can access the work that is being completed in the class.

2.2 Teaching assistants

- When assisting with remote learning, teaching assistants must be available during their normal working hours on the days they are normally required in school. 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 will

- Support teachers in giving feedback to online tasks
- Support children who may be left in school and the teacher is self isolating at home
- Make work packs to support those children who do not have access to technology at home
- Undertake any work directed by SLT to be completed at home.
- If a Teaching Assistant works with SEN children specifically and adapts planning then they are to provide adapted plans and activities as per their needs.

2.3 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 feedback from the parents, children and staff.
- Identify which families may have no access to the internet, technology and ensure that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery.
- Inform parents of expectations during remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL 's responsibilities are identified within the school's Child Protection Policy and will continue during Remote Learning.

2.5 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
- Do some reading everyday
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're 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 can't complete work (following normal absence policy)
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Parents and Children will be given information for Remote Learning – see separate information pack.

2.6 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. Data protection

3.1 Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

3.2 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.
- This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

3.3 Keeping devices secure

- These tips are based on our article on the [GDPR and remote learning](#). Add your own rules if you have additional security measures in place, or delete any that you've already put in place in the devices you've provided for staff.
- Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.
- 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

Please see Child Protection/Safeguarding Policy with reference to COVID on our website and the Risk Assessment for school reopening.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk.

Any such concerns should be dealt with as per the Child Protection Policy and report any safeguarding concerns immediately to Naomi/Jenny and where appropriate referrals should still be made to children's social care and as required, the police. These concerns will be followed up and the school will signpost families to practical support available.

➤ Online Safety – in line with the online safety policy

Online teaching should follow the same principles as set out in the schools code of conduct and handbook. Corrie Primary and Nursery School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Staff should record, the length, time, date and attendance of any sessions held.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.

- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

Appendix 1

ALL LOGINS FOR ANY APPS/WEBSITES ETC NEED TO BE GIVEN TO CHILDREN AND KEEP COPY FOR YOURSELVES WITH PASSWORDS ON IN THE CASE THAT THEY ARE LOSE DURING LOCKDOWN.

Remote Learning Plan

Subject/lesson	Frequency	Resources	Feedback and expectations
English – reading	Daily x 5 days	Oak Academy Digital Reading Record (?) Reading Eggs Reading books	Daily feedback to whole class As and when required personally
English - writing	Daily X 5 days	Stop current unit and choose a stand alone unit e.g. poetry or if your current unit could continue?	Daily feedback to whole class As and when required personally
English - phonics EYFS/KS1 and Y3 and SEN	Daily x 5 days		Daily feedback to whole class As and when required personally
English – spelling KS2 and SEN	Daily x 5 days	Spelling Shed app	Daily feedback to whole class As and when required personally
Maths	Daily x 5 days	Stop using Power Maths and choose the White Rose Maths unit that is a similar theme e.g. numbers to 10 TT rockstars	Daily feedback to whole class As and when required personally

Science	x 2 sessions per week	Oak Academy using the topic/theme being currently studied from Science Bug	Session feedback to whole class As and when required personally
Topic	X 2 sessions per week	Own Powerpoint and activities ensuring that it is clear enough for children to follow so could use voice overs etc, website links, video links etc and that the activities are clear enough to complete and not research based e.g. a project over two weeks on rivers! Needs to be specific and clear. Oak Academy	Session feedback to whole As and when required personally
PE	x2 sessions per week	Kickstart	N.A.
PSHE	Daily around 1.00 – 1.30	Story time/class novel Catch up/check in time be available online voice/video to speak with the children so that they can see you face to face and if there are any worries, anxieties that can be dealt with immediately.	N/A
Music	x1 session per week	Charanga	
RE	x1 session per week	Own Powerpoint Oak Academy	
MFL	x1 session per week	Mr French	
Reception Google Classroom	Daily	Reading Eggs – after Christmas Oxford Owl virtual books Own reading books Phonics - read a story to start	

		<p>each day using Storytime phonics books and will plan a few activities for the day around the story. We will incorporate the Phonics into the format. Caption action and the letter formation rhyme.</p> <p>Writing – letter formation and mark making activities, fine motor activities.</p> <p>White Rose for maths</p> <p>Science and Topic using Espresso either electronically or print off sheets from Espresso.</p>	
Nursery		A story a week with ideas for each day. Other activities around the story will be planned for the day.	
SEN children	Daily	<p>English – reading using reading eggs</p> <p>Writing – Oak Academy stand alone task</p> <p>Phonics / Spelling – spelling shed and reading eggs</p> <p>Maths – white Rose</p> <p>PE</p> <p>Topic</p> <p>Science</p> <p>Art / Motor Skills</p> <p>PSHE/Jigsaw/reading a story</p>	

How to use our school's Google Classroom

Follow these steps to get set up on Google Classroom, invite pupils to your class, assign tasks, and give feedback on their work.

Note: you'll need your log-in details for your G Suite for Education account to complete the steps below. If you can't remember these log-in details, please contact Mark Faulkner to reset your login and password. Please ensure that all details of log ins are sent to Naomi/Nadine/Jenny

Log in to Google Classroom on a computer or laptop

- Go to www.classroom.google.com
 - Log in to your G Suite for Education account, then click on your class
-

Invite your pupils to your class

- Log in to your class, and click 'Stream' (at the top of the page)
 - Copy the class code (underneath the class name on the left-hand side)
 - Email the code to your pupils, or their parents
-

Use the 'Stream' to send messages to a whole class or individual pupils

This works a bit like a social media feed: you can post 'announcements' or resources to your class, or simply post messages to check in with pupils:

- Open Google Classroom, then click 'Stream' (at the top of the page)
 - Click 'Share something with your class ...'
 - Under 'For', choose who can see the message (e.g. your whole class, or maybe a specific group of pupils)
 - Write your message
 - To include any resources, click 'Add' to link to YouTube videos or documents on your Google Drive, attach files from your computer, or link to other websites
 - Click 'Post' to send the message
 - Or, you can click the arrow next to 'Post' to schedule the message to send later, or save it as a draft
-

Consider turning off class comments in the 'Stream' section

If you want to stop pupils talking to each other within Google Classroom, you can disable pupil comments. Pupils will still be able to respond to your feedback on work they've handed in, but won't be able to post on the 'Stream' page.

- Click on a class in Google Classroom (e.g. Year 1A)
 - Click the cog icon in the top-right corner to open the class settings
 - Scroll down to 'General'
 - Click the drop-down option to the right of 'Stream' and select 'Only teachers can post or comment'
 - Click 'Save' (in the top-right corner)
-

Assign whole-class or differentiated tasks in the 'Classwork' section

- Open your class in Google Classroom, then click 'Classwork' (at the top of the page)
 - Click 'Create', then 'Assignment'
 - Give the assignment a title and instructions
 - (Optional) Click 'Add' to attach documents or videos to the assignment
 - (Optional) Click 'Create' to make resources using Google's tools (like Google Forms, Docs, and Slides)
 - Under 'For' (on the right-hand side), choose who the assignment is for – the full class, a smaller group of pupils, or individual pupils
 - (Optional) Set a due date, and a 'points value' if appropriate
 - Then, click 'Assign' (on the right-hand side of the page) to send the task to the relevant pupils
-

Remove this section if teachers aren't expected to mark and give feedback on work.

Give feedback on pupils' work

- Open your class in Google Classroom, then click 'Classwork'
- Click on the assignment you want to mark
- Click 'View assignment' to see all the work that pupils have handed in
- Click on a pupil's name, then any attached documents

Once the document's loaded, you can assign a mark (on the right-hand side), and add general comments.

To leave specific comments within the document, highlight the relevant bit of the document, click the '+' icon on the right-hand side, type in the comment, and click 'Comment'.

When you've finished marking, click 'Return' in the top-right corner to send the assignment back to the pupil.

Save time with the comment bank

Save your frequently-used comments and phrases so you don't have to type them repeatedly:

- ▶ While marking an assignment, click the speech bubble icon on the right-hand side of the page
- ▶ Click 'Add to bank'
- ▶ Type a comment (like "Excellent use of semi-colons"). Start a new line to add another comment, and repeat to keep adding more
- ▶ Click 'Add'

Google Classroom will then suggest phrases from your comment bank whenever you start typing a comment in a document.