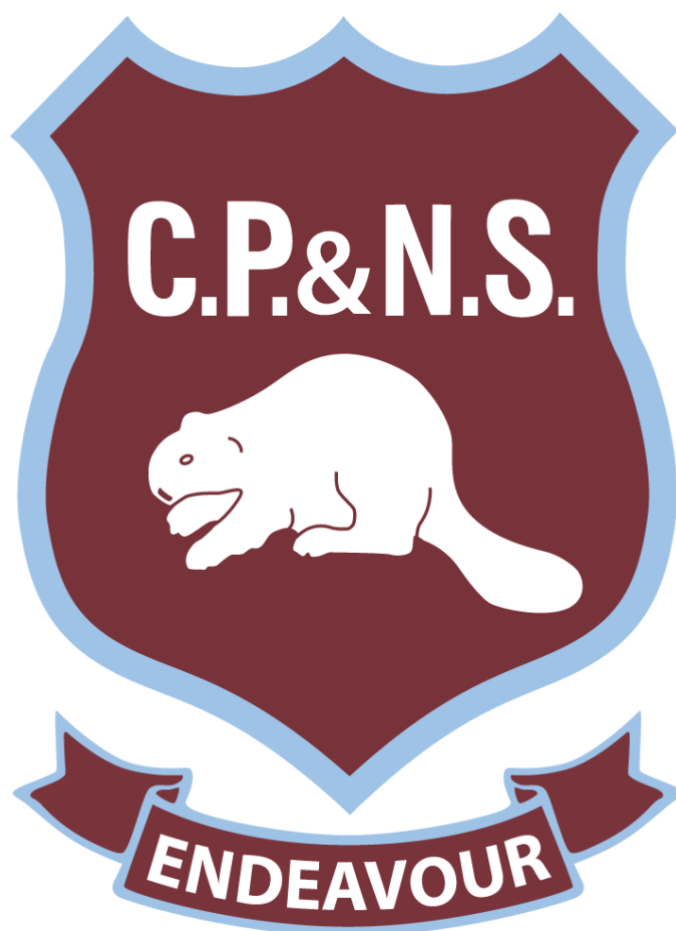


Remote Learning Policy

Corrie Primary and Nursery School



Approved by:	Jennifer Ruddock	Date: July 2020
Last reviewed on:	September 2020	
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 through our use of the digital learning platform, Google Classroom.
- Ensure consistency in the approach, through the use of our chosen digital learning platform, Google Classroom, to provide 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 would 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. We have chosen to use Google Classroom as our digital learning platform. 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 is uploaded that is related to the work being undertaken in school that week.
- When a school is in a national or local lockdown.

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.

If staff 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. Appointments to be approved by the headteacher in the usual way with evidence.

Teachers need to ring the office each day when the bubble is self isolating and they will take the register identifying which children have accessed the work. When providing remote learning from school, during a lockdown, the teacher will take a register of those children present in school as normal and will also keep a record of the children who access digital learning during the day. This will allow teachers and support staff to identify children who may need to be contacted at home to assess whether they need any support to allow them to access the learning.

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 live teaching, 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 (or a replacement teacher or TA in year groups with single form entry), needs to set work for the bubble.
- Activities should be ambitious and meaningful and must include English, Maths and one other Curriculum Subject as well as a daily reading taught session and a SPaG task as a minimum on a daily basis. The children will be signposted to online reading resources.
- 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. We teach the same curriculum remotely as we do in school wherever possible and appropriate. In the event that any areas of the curriculum are not able to be covered remotely, as might be the case in aspects of PE, DT, Art or Computing, the teacher will inform the subject co-ordinator of this.
- Teachers will 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 or teaching assistant.
- Online tools and resources should be consistently used across school in order to allow interaction, assessment and feedback and to ensure that staff are trained in their use.
- Work will be uploaded to Google Classroom by 9am each morning or links will be provided on the class stream to direct the children in the case of live teaching sessions.
- School will loan out technology to allow all children to complete work at home where necessary. Only in extreme cases, where children do not have access to technology or there are educational barriers to online learning, paper learning packs will be prepared for the children to collect and returned to the teacher for feedback.

- Pupils in all year groups from Nursery to Year 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 online or through links on Google Classroom. 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 so that teachers can resend the details to children swiftly.
- SEND children will be given differentiated work or, in extreme cases, work packs that are relevant to their ability and should be accessible for them with minimal adult support.
- Subject Leaders will consider whether any aspects of the curriculum need 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. Subject Leaders will be made aware of any aspects of learning that have not been covered during remote learning and will be expected to keep records of this
- 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.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

➤ **Providing feedback on work**

- Through Google Classroom, feedback will be given on children’s work, 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 through either oral or written feedback on Google Classroom. Other feedback technology, such as Mote will be used to give feedback where teachers feel this is appropriate or desirable.

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

- Google Classroom will be used and children will use the platform to access work and interact with the teacher. Teachers will be available via Google Classroom 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 will upload any work for children to complete and will log 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 live teaching where necessary.
 - Work will be set on Google Classroom 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 SLT and office staff have teacher's login details for Google Classroom and the year group email address to respond to any concerns raised during remote learning.
- When individual children are awaiting test results or self isolating (a 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.
- Make phone calls to support families with home learning and to assess why children are not accessing home learning.
- Support children who may be left in school and the teacher is self isolating at home.
- Make work packs in extreme cases 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 they are self isolating, but fit to work.
- 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.
- Provide intervention sessions or teach online sessions through Google Classroom.

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.
- Identify children who are not engaging with home learning and provide solutions.
- 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:

- Engage fully with remote learning. Phone calls home will be made if this is not the case to ensure engagement by providing support to families.
- 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.
- Turn in work on the Google Classroom platform where possible.

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

- 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

4. 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 DSL 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.

A list of protocols for online sessions has been provided to parents and is as follows:

PROTOCOLS FOR GOOGLE MEET SESSIONS

At Corrie, we have decided to use Google Classroom as our means of delivering our digital learning. Part of the delivery may include the use of live, face to face teaching. To do this, we will be using Google Meet which is part of the Google Classroom package. These are the protocols which we expect all students, teachers and parents to follow if we are to be able to offer this as part of our provision. Any breach of these protocols may mean we have to suspend some people from joining the meets and in extreme cases might mean we have to stop providing face to face, live teaching completely whilst we are using digital delivery methods.

The purpose of Google Meet calls can include:

- regular face to face contact with as many children as possible in the class
- allowing teachers to share learning overviews with children
- checking in on children's learning and/or wellbeing

- show and share learning with the class and celebrate achievements during the week.

Teachers may also use these opportunities to share stories, answer questions, lead debates and lead very short teaching sessions e.g. phonic sounds, or to explain some tasks in more detail. PLEASE NOTE: These sessions are for children, not adults/parents. When your child is accepted into a video chat by their teacher there are certain guidelines we all must follow.

STUDENTS.

- Students should not unmute when the teacher has muted the whole class, you must stay on mute until you are invited to speak.
- Students should only share screen content, if the teacher has agreed; do not annotate over documents that are shared.
- Students must wear suitable clothing, as should anyone else in your home.
- Students should find a suitable quiet environment, for example, in a shared part of the house i.e. not in bedrooms or bathrooms; and the background should be blurred if possible and if not should be appropriate.
- Students should always keep their language and interaction appropriate, as they would in face to face conversations, whether with teachers, or their peers.
- Students should ALWAYS make sure they leave the Meet. Always double check and get in the habit of closing your laptop when not in use, to prevent the camera from working regardless.
- Students are prohibited from recording or capturing/screen grabbing content from the video call.

TEACHERS.

- All Google Meet sessions will be led by the teacher whilst in the school setting.
- Teachers will ensure that attendees are muted as they join the meeting.
- Teachers will make expectations and meeting conduct clear at the beginning of each meeting, including the school rules.
- Teachers will ensure no one else is on view from the camera, wear suitable and appropriate clothing.
- The teacher has the right to remove a student from a Google Meet if their behaviour is not in line with the school behaviour expectations.

PARENTS

- Parents have ultimate responsibility to make sure students follow the correct protocols when online Google Meetings are scheduled with teachers.
- Please help your child set up and access the Google Meet lesson using the link posted into the distance learning google classroom/other platform used by the school and their assigned school Gmail account.
- Please make sure that your child is ready 5 minutes before the advertised start of the meeting, to ensure that you are on time and that you don't delay the meeting and are not locked out.
- Please ensure your child is appropriately dressed for meetings. We would expect pupils to be dressed as though it was a non-uniform day.
- Please ensure other family members are appropriately dressed and out of camera shot and do not contribute to the video call.
- Please discuss with your child the appropriate way to behave in the meeting - in the same way as if they were in school with the member of staff.
- Please DO NOT film the session on another devices this is a safeguarding and GDPR issue.

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	Daily reading session Oak Academy Reading Eggs Reading books	Daily feedback to whole class As and when required personally
English - writing	Daily X 5 days	Current unit	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>	