



Priory CE Primary School

# **Remote Learning Policy**

**January 2021-2023**

## **Policy rationale.**

### **Remote Learning Leads: Mrs E Woolliscroft and Mr L Facey**

All staff at Priory C of E understand that remote learning, where needed, should be:

- ✓ of a high-quality
- ✓ properly safeguarded
- ✓ aligned as closely as possible with in-school provision.

The aim of this policy is to outline a consistent approach to remote learning for pupils who are not in school due to COVID-19. This policy will set out expectations for all members of staff in the school community with regards to remote learning and will also define levels of remote learning.

### **1. Levels of remote learning.**

There may be different levels of remote learning during this academic year. The amount and variety of remote learning provided will vary according to the number of pupils learning from home.

Some of the levels include:

- A child or group of children who test positive and are advised by the Government helpline to isolate.
- A child who has been on holiday and on return needs to quarantine (Government led).
- A child who has a sibling or family member in the household who has tested positive and therefore needs to isolate.
- A member of staff who tests positive for COVID-19 and the Government helpline advises that a child/group of children to isolate.
- A partial school closure due to a number of positive COVID-19 cases confirmed.
- A Local Lockdown.
- A National Lockdown

### **2. Expectations**

Staff will ensure remote learning is provided for any pupil that is not able to attend school due to illnesses and restrictions linked to COVID-19.

We have a Home School Agreement in place, specifically for Remote Learning and a Zoom code of conduct. It is important that staff and parents adhere to these at all times.

Much of the learning provided will be online. If parents/carers have issues around the availability of devices or the internet they must inform school so that we can provide support. We can loan devices and enhance data packages. Alternatively we can provide paper packs of work and can deliver these if necessary.

If a parent/carer chooses to home school a child rather than send them to school when it is fully open, they may be removed from the school register and identified as home schooling.

If class teachers are unable to come into school due to COVID-19, when providing remote learning teachers must be available within the hours of the school day. 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.

## Learning Provision

- ✓ Class teachers will ensure that work is uploaded onto Class Dojo.
- ✓ Class teachers will ensure that remote learning will be ready to be accessed within 24 hours after school is notified of a child's absence or a closure due to COVID-19.
- ✓ It will total approximately 3 hours in KS1 and 4 hours in KS2 as per Government guidance.
- ✓ An overview of the learning for the week will be provided at the beginning of the week on Dojo
- ✓ On a daily basis, each year group will upload a live introduction to the day which will be no longer than 5 minutes.
- ✓ Over the week, each year group will generally follow the timetable as outlined below:

9:00am	FS & KS1- Phonics & KS1 KS2- Spellings & Timetables Outline of suggested PHE activities for the day.
9.30am	English
10.30am	Maths
1.30am	Topic lesson

- ✓ The remote learning curriculum will reflect the curriculum that is taught in school.
- ✓ Year group teachers will work together to provide learning opportunities which cover the skills within the National/Foundation Stage curriculum. Both classes will provide the same work.
- ✓ Lessons may use The Oak Academy, White Rose, Zoom, Loom, pre-recorded videos or other suitable resources including PowerPoint presentations and/or worksheets and/or web links to support a child's learning.
- ✓ Zoom sessions can be used for all pupils at home, led by a teacher, without other children present.
- ✓ Zoom sessions must have two members of staff members on separate devices to ensure appropriate safeguarding.
- ✓ Occasional activities e.g. Fun Friday Kahoot can be used live on Zoom, but the children on school will not be able to be seen on the screen.
- ✓ Y5/6 may use live lessons on Zoom (with the class present), with a strong awareness of safeguarding, as discussed with SLT.

An example of how to upload activities to the ClassDojo portfolio can be found below:

**Create activity**

**Title**

Compare numbers 0-50.

Required

**Response type**

Text

Video

Photo

Drawing

Worksheet Now

[Upload attachment](#)

**Instructions**

Complete questions 1-6 by filling in the missing symbols.

< less than  
> greater than  
= equals

[Record](#)

Must be less than 500 characters.

### **Marking and Feedback.**

Each day, a child will be expected to upload completed pieces of work via Portfolios. The class teacher will mark the uploaded pieces of work, providing feedback where appropriate. Work completed to the required standard can be added to the Portfolio. Work that needs targeted feedback or further completion can be saved as a draft and returned to the child via Portfolios. In the event of staff absence another member of staff from the Phase will provide feedback.

### **Year group partners:**

Nursery and Reception: Ms Massey, Mrs Woolliscroft and Miss Bache

Year 1: Mrs Hague and Mrs Weatherall

Year 2: Miss Lees and Mrs Bloor

Year 3: Mr Aked and Miss Scott

Year 4: Mrs Gillions and Mr Pattison

Year 5: Mrs Davies and Mr Facey

Year 6: Mr Bradshaw and Mrs Clarke

### **Keeping in touch with pupils who aren't in school.**

Engagement with remote learning is monitored daily and a register taken. If a pupil doesn't engage for 5 days then this will be logged on CPOMs and the families contacted by staff from the class via Dojo.

If there is a lack of home learning or communication after the staff have been in touch, class staff or Inclusion staff will phone the family for a well-being check and to offer to any support. If a call is being made from home staff should withhold their number and message on Dojo first to inform families they will be calling.

The Inclusion Team may ring and check in with other pupils who are SEND/Vulnerable. Home visits may take place if needed (see safeguarding annex).

## **3. Roles and Responsibilities.**

### **Support Staff**

When assisting with remote learning, members of support staff must be available during their normal working hours or a variation of them as agreed with SLT. 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.

The role of support staff may vary during a partial school closure or National/Local lockdown. It is important that staff are flexible and work with teachers and leaders so they can effectively support both face to face and remote learning

## **Senior Leaders**

The Assistant Headteachers (Remote Learning Leads) are responsible for:

- ✓ Co-ordinating the remote learning approach in the year groups that they lead, ensuring that the remote learning is effective in supporting children's learning and teacher's/staff are adhering to this policy.
- ✓ Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders (virtually if necessary) in the year groups that they lead, reviewing work set or reaching out for feedback from pupils and parents.
- ✓ Monitoring the security of remote learning systems, including data protection and safeguarding considerations through discussion with class teachers.

## **Subject Leaders**

Alongside their teaching responsibilities, subject leaders are responsible for:

- ✓ Monitoring what is being delivered, via remote learning, in their subject.
- ✓ Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- ✓ Alerting teachers to resources they can use to teach their subject remotely. If a child with Special Educational Needs is not in school due to COVID-19, alongside their teaching Responsibilities.

## **Inclusion Lead and Team**

The SENCO and assistant SENCO will:

- ✓ Monitor what is being delivered, via remote learning, for children with Special Educational Needs.
- ✓ Work alongside class teachers to ensure remote learning provided for children with Special Education Needs is appropriate.
- ✓ Provide SEN focused phone calls with parents/carers to support them with remote learning.

If a child with a PEP/is Looked After is not in school due to COVID-19, the Inclusion lead will:

- ✓ Monitor what is being delivered, via remote learning, for children who have PEPs/Looked After. They will do this by monitoring planning and communicating with staff.
- ✓ Ensure that PEP targets continue to be worked towards through the remote learning which is set.
- ✓ Ensure that any allocated PEP funding is used to support learning.
- ✓ Work alongside class teachers to ensure that remote learning provided for children with PEPs or are Looked After is appropriate.
- ✓ Continue to communicate with Social Workers every two weeks and complete virtual PEPs every 6 weeks.
- ✓ Provide weekly focused phone calls with parents/carers who have social worker involved to support them where necessary.
- ✓ Monitor, through discussions with class teachers, children's behaviour when accessing remote learning.
- ✓ Ring parents/carers to discuss strategies to support an individual child with their learning.

## **The Governing Board.**

The governing board is responsible for:

- ✓ Working alongside school and Senior Leaders to ensure that the remote learning is successful.
- ✓ Ensuring that they have a full understanding of this policy and systems which have been put in place for remote learning.
- ✓ Ensuring that staff wellbeing and work life balance is appropriate and staff feel fully supported by the Governing body.
- ✓ Ensuring that parental concerns and complaints follow the correct procedures and individual contact with parents/carers relating to these is not used.

## **4. Safeguarding**

Priory CE Primary School has a Designated Safeguarding Lead (DSL), and 3 Deputy DSL. The Designated Safeguarding Lead is Pam Keen. The Deputy Designated Safeguarding Leads are: Rebecca Fairclough, Jenny Cunliffe and Emma Woolliscroft. When not available to work onsite, the DSL or deputy will be available to be contacted via phone or online video. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

For additional responsibilities, please refer to the school's Safeguarding policy.

### **Reporting a concern.**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working within the school, they should report the concern to the Head Teacher. Concerns around the Head Teacher should be directed to the Chair of Governors: Edwin Lewis

Questions or queries around the vulnerable children in our settings during this time who are NOT at risk of significant harm, can be discussed them with a Social Care Professional. Staff can contact the Education COVID 2020 helpline at [education2020@stoke.gov.uk](mailto:education2020@stoke.gov.uk) or via telephone 01782237074.

### **Stoke-On-Trent and Staffordshire Safeguarding Children Board**

The Stoke-on-Trent and Staffordshire Safeguarding Children Board Procedures, has detailed information, policy and procedure on many of the specific issues identified below. We will follow the local procedures for responding to risks:

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

<https://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx>

## 5. Online safety

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

In order to keep children safe online, staff will:

- ✓ remind parents and children of the Zoom code of conduct and ensure it is adhered to.
- ✓ report their concerns to the DSL if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances, the DSL will be contacted for advice on how to proceed with regards to talking to parents carers about Online Safety.
- ✓ report Cyber-bullying by pupils, via texts and emails. Incidents will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- ✓ contact parents to discuss concerns and to raise parents' awareness about the potential risk to their children and our duties to safeguard, which may involve referral to other agencies. This will occur if staff become aware that a pupil may be accessing materials inappropriate to their age, (including Facebook if under 13 years of age;) sending inappropriate e-mails, texts or images; or playing on games that are unsuitable (for example, games which have an 18 certificate).

## 6. Data protection.

When accessing personal data for remote learning purposes, teachers will always use school laptops and encrypted memory sticks.

### Accessing personal data.

When accessing a child's personal data, such as addresses or contact number, all details should remain on site and in a secure location. All personal information should be shredded once used.

### Processing personal data.

Each child will be allocated an individual log in details to access the remote learning/learning platform. Only the child and their parents/carers will have access to this.

### 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.

### **7. Monitoring and Review**

The Senior Leadership Team and Governing Board are responsible for the implementation and monitoring of this policy and the quality of remote learning. This policy will normally be reviewed every two years, however it will be reviewed every few weeks during this pandemic.