

Singleton CE Primary School



Remote Learning Policy 2020-21

During the Covid-19 pandemic Singleton CE Primary School may expect some disruption to school routine by individual pupil, class, part school or whole school isolation.

Singleton CE Primary School is committed to the welfare and education of all pupils during any closure/partial closure of the school.

This policy will be updated and changed in accordance with any updated Government guidance.

Theresa Smyth

September 2020-July 2021

Signed:

(Chair of Governors)

Aims of the Policy

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them.
- Ensure that remote education is integrated into the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

Roles and Responsibilities

Headteacher and Senior Leadership Team (SLT)

- Co-ordinating and communicating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the workload of the teaching team and making necessary adaptations to provision.
- Providing cover to enable the online teaching for specific classes.
- Provide whole school cover, to allow teachers to provide support/monitor provision for their subject.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If a class teacher is unwell and unable to lead remote learning, the Headteacher (SLT) will adapt the home learning provision and systems. It is accepted that the provision will need to alter to ensure the leadership role of the Headteacher (SLT) is able to continue.
- Make calls/ZOOM calls to connect with families, offer extra support.
- Communicate weekly through a Newsletter with families at home.
- Arrange 'virtual' catch up sessions with the Head to maintain working relationships and offer support.

Designated/Deputy Designated Safeguarding Lead

- The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning
- Please refer to Child Protection and Safeguarding Policy.

Teachers

When providing remote learning during a partial school closure or bubble closing:

- **Ensure that any Google Meet Live lessons are recorded for safeguarding purposes.**
- Teachers will continue to follow their medium and short term planning.
- Provide a suggested timetable for the day's learning, including breaks and physical activity.
- Teachers will provide daily Mathematics and English lessons plus a daily foundation subject focus.
- Daily phonics lessons will be planned for children in Key Stage 1 and Lower key Stage 2 where appropriate.

- Spellings will be provided weekly for those in Key Stage 2
- Teachers will use resources provide by White Rose Maths, Spelling Shed and TT Rockstars.
- Teachers will upload learning to 'Google Classroom' ready for the following day/week.
- Teachers will outline the work daily via 'Google Classroom Meet from 8.15 to 8.40am.
- The first session of each Google Meet session will include the prayer for the week.
- Teachers will teach 2/3 online Google Meet lessons of between 20-45 minutes long daily.
- The children in Oak Class will have simultaneous teaching with the Google Meet lesson online.
- The children in Beech and Willow will have the same lesson content following the online lesson.
- Pupils will have a physical learning pack, including exercise books, paper learning resources, materials to support learning (eg: numicon set/phonics mat)
- Providing reading materials every 2 weeks. Books will be returned and exchanged by the teacher for parents to collect form outside school.

When providing remote learning for a pupil who is self isolating:

- Topic planning and flipped learning for the term will be on the Class homepage on the website.
- Teachers will send weekly learning for their current class by Friday 3pm to upload to the school website.
- This will include the White Rose Maths and spellings/phonics for the week.
- The pupil will use their physical isolation learning pack to complete, reading and writing tasks, though this will include learning which is sperate to the short term class planning.

Providing feedback on work:

When providing remote learning during a partial school closure or bubble closing:

- Pupils will upload work to 'Google Classroom'. Submitted learning will be acknowledged by the class teacher.
- Feedback will be given for English and Mathematics on an individual, group or whole class basis.
- Feedback will be age appropriate.
- Teachers will provide a daily short comment to each child.

When providing remote learning for a pupil who is self isolating:

- Pupils will upload work to the class email address or return any physical learning where appropriate. Submitted learning will be acknowledged by the class teacher.
- Feedback will be given for English and Mathematics on an individual, group or whole class basis.
- Feedback will be age appropriate.
- Teachers will connect with the pupil learning at home 2-4 times per week.

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

In the case of a partial school closure or bubble closing

- call pupils/parents who have not connected with Google Meets at least every week
- make more frequent calls (2/3 times a week) if the welfare of a pupil causes a concern.
- any concerns should be communicated to the DSL who will seek support from Early Help/MASH
- Emails received from parents and pupils are to be checked up to 3pm Monday to Friday.

- Teachers should respond to pupil/parent emails within 48hours

In the case of a pupil isolating:

- **As above but also:** Provide 1 welfare call to the pupil/parent once during the period of isolation

Teaching assistants

When assisting with remote learning, teaching assistants will:

- Support pupils who are in school to enable the provision of online learning
- Support pupils who are in school as requested by the SENCO/ Class teacher/Head
- Liaise with class teachers to support planning and resourcing learning in class or for pupils at home/in school
- Support the headteacher in providing weekly cover for the teaching staff

Subject Leads /Monitoring

Alongside their teaching responsibilities, as outlined above, subject leads/Head are responsible for:

- Offering support to colleagues with the setting of learning set by teachers in their subject.
- Review planned learning which will be in long term overviews for foundation subjects and short term planning for Maths and English. All available on Staff Shared drive. Release time provided.

Pupils and Parents

Whilst it is accepted that parental involvement will be dependent on time available due to work constraints and a timetable of learning may need to be modified:

Staff can expect pupils/families to engage with learning:

- Willow Class children for up to 3 hours a day
- Oak and Beech Class for up to 4 hours a day
- Attend at least 1 Google Meet online teaching session a day - as a minimum (not during individual isolation).
- Complete follow up learning and upload to Google Classroom/email. Where this is not possible, alternative solutions will be discussed on an individual basis.

Staff expect parents/carers to:

- Be respectful during the Google Meet online learning.
- Parents should not comment on the learning being taught, processes, approach or teaching style.
- Not make comments about any other child's children's contribution or understanding.
- Teachers may be assessing what children know – if asked to be independent, children should not be assisted.
- Raise any worries by email away from any online Google Meet lesson.
- Seek help from teachers if they need it.

- Alert teachers if pupils are not able to complete work.

SEND

All work set for pupils with SEND will aim to meet the SEND need. For children with SEND who are not in school, we will endeavor to meet the targets set on individual ILP. Pupils with an EHCP will be eligible for a place during a partial closure. Pupils with an EHCP during a period of self-isolation, will be provided with learning to match their needs/ ILP, including physical resources.

This will be discussed with individual parents and there will be regular reviews.

Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible, including the safeguarding and welfare of all pupils.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Data protection Accessing personal data and device safety

- Do not allow access to Google Meet site/School Website to any third party.
- Teachers are only to access/contact parent email accounts from the class email
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils
- Keeping the device password-protected – strong passwords
- 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.