Neatishead, Salhouse & Fleggburgh Federation

Salhouse Remote Learning Policy

Our schools aim to be happy and safe places where everyone shares a love of learning. Our Christian core values of respect, responsibility, courage, trust, perseverance and compassion underpin all we do.

'Soar on Wings'

Formally adopted by the Governing Board	
On:-	October 2020
Chair of Governors	J Gay
Date for review	Every term
Responsibility	Executive Headteacher

Our school is the secure base from which we 'soar on wings' to realise our ambitions.

Through valuing one another and the world in which we live, we flourish.

Through providing rich opportunities, we can imagine fulfilling futures.

Through a shared love of learning, we transform lives.

Salhouse C of E Primary School

Remote Learning Policy for Staff

1. Aims

This remote learning policy for **staff** aims to:

- Clarify expectations and safeguards for staff working remotely
- Ensure consistency in the school's approach to remote learning for pupils who aren't in school either due to local or national lock down control measures meaning **one or more whole classes are learning from home.**
- Provide appropriate guidelines for data protection
- Make staff aware of the need for flexible planning especially prioritising the mental health and wellbeing of pupils.

This policy will need to be adaptable to meet the expectations of national guidance and law.

2. Roles and responsibilities

Role	Responsibilities
Executive Headteacher	- Oversight of the remote learning approach across the school - Updating policy in line with new guidance and law - Communicate approach to parents - Monitoring the quality of remote learning across the school - Supporting access to remote learning for families - Monitoring emails and feedback from parents and staff and responding appropriately - Monitoring the information on the website for quality and accuracy - Lead a monthly PAFS meeting with PFS lead and SENCo - Ensuring remote learning is effectively resourced
Teachers	- Setting and assessing home learning for their class including individual home learning packages for those pupils with an EHCP - Ensuring children continue to access a broad and balanced curriculum in line with the existing school plans - Ensure home learning is communicated to parents in the agreed timeframe - Update the class page on the website to reflect and celebrate home learning activities

	• Delegate responsibilities to classroom assistants to support the home learning of individuals within the class. Monitor the effectiveness of their work and provide regular feedback • Coordinate with peers to offer and receive peer support to ensure best practice • To engage in relevant CPD • To alert the appropriate people if there are concerns about a pupil or family or to support a family to improve access to remote learning • To attend weekly staff meeting • To lead a weekly contact 'meeting' with classroom assistants • To contribute to the development of policy relating to remote learning
Classroom Assistants	• Support staff working in a 1:1 role should contact their allocated pupil once a week to maintain contact. They should liaise with teacher, SENCo and Pupil and Family Support Lead when support is needed. • To carryout duties as delegated by the class teacher to support children to gain full access and benefit of home learning • Attend weekly 'meeting' with classteacher • To engage in relevant CPD
Pupil and Family Support Lead	• To attend weekly staff meetings and record and follow up pupil/family concerns referred by teachers. Provide feedback to teachers, SENCo and Headteacher accordingly • Attend monthly PAFS meeting to coordinate the school's response to supporting families to access and benefit from home learning • Make regular contact with families/pupils of concern • Be a point of contact for families needing specific family support • Provide support to teachers on how to make home learning more effective for those families experiencing difficulties • Ensure the efforts of all pupils are being celebrated • Acknowledge pupil birthdays on behalf of the staff of the school • Engage with relevant CPD • To contribute to the development of policy relating to remote learning
SENCo	• Work in partnership with pupils, parents, staff and professionals to ensure the needs of those children on the SEND register are being met

	• Liaise with teachers and PFS Lead to identify emerging need • Coordinate the APDR cycle • Support teachers with strategies to engage pupils, with specific needs • Attend monthly PAFS meeting to coordinate the school's response to supporting families to access and benefit from home learning • Be a point of contact for families needing specific SEND support • Engage with relevant CPD • To contribute to the development of policy relating to remote learning • Ensure SEND information on the website is updated and useful to families
School Secretary	• To coordinate with ICT Solutions to ensure staff can carry out their responsibilities • To ensure staff are daily aware of those children needing to self isolate • To coordinate the ordering and collection of ICT devices in line with the government scheme to improve access to ICT for years 3-6
Subject Leads	• To be fully conversant with the progress matrices for their subject as published on the website • To contribute to future curriculum planning for remote learning • Monitor coverage and quality of subject area across the school • Support teachers to set and adapt activities in your subject area • Celebrate your subject via the website
Governors	• Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible through the Quality of Education Committee • Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons • Ensure parent satisfaction via the work of the Ethos Committee • Monitor the well being of staff via the Finance Committee • Monitor the resourcing of remote learning via the Finance Committee • Monitor the website via the Ethos Committee • Ensure the school's Christian vision and values are being promoted through the work of staff via the Ethos Committee

HR Lead	- To provide cover for absent colleagues - To support the putting together of staff rotas during partial reopening of schools - To support staff with HR matters - To maintain HR monitoring and reporting systems
DSL	- Ensure all staff are aware of their Duty of Care as outlined in the school's safeguarding policy. The updated version is on the school website. - Liaise weekly with the alternate designated safeguarding lead - Provide staff and parents with current safeguarding guidance - Update teachers weekly on safeguarding matters /gather weekly updates from teachers - Attend regular PAFS Teams meetings to remain fully aware of safeguarding concerns and meeting needs of individual children and their families - Maintain all safeguarding systems and records to meet safeguarding needs liaising with staff, parents, pupils and agencies - Make regular welfare calls to families based on priority need
ICT Solutions	- Ensure issues with systems used to set and collect work are fixed - Ensure staff and parents are helped with any technical issues they're experiencing - Ensure security of remote learning systems are monitored and any data protection breaches flagged up to the data protection officer via the school secretary - Support staff with online safety control measures - Liaise with the school secretary on matters relating to ICT

3.1 Timetable

When providing **remote learning in the event of a local or national lockdown** when the whole class is learning from home, teachers and support staff must be available between 8.40 - 3.10, or in line with their individual contracted hours.

If 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. Cover arrangements will be made and parents and colleagues will be informed as appropriate.

Individual staff are responsible for ensuring they work to a timetable and routine that supports their well being and ability to manage workload.

Individual staff are responsible for ensuring they take at least a 20 minute break during the day.

Pupils and parents will be supported to establish a tight routine to learning which mirrors being in the classroom.

3.2 - Year R / Year 1 Timetable

Time	Activity
20 minutes	Parents will look ahead to the day with children Assembly Zoom once a week Read together RSHE
20 minutes	Physical play/activity preferably outdoors
20 minutes	Phonics
20 minutes	Break
20 minutes	Maths activity
20 minutes	Free Choice
20 minutes	Science/history/Geography investigation linked to school theme
20 minutes	Writing/Spelling/handwriting practice/keep diary
20 minutes	Free Choice
60 minutes	Lunch
2 hours	Play and learn together through day to day activities eg: Enjoy the outdoors Bake a cake Make a den Wash the car Clean out the rabbit Write a shopping list Make a bug hotel Make a menu Paint a picture Act out a story Sing, dance and play music Etc. Take every opportunity to apply reading, writing, maths and science understanding, knowledge and skills

3.3 Timetable Years 2,3,4,5 and 6

Time	Activity
20 mins	Look ahead to the day / Once a week assembly Zoom / /Newsround or Espresso news/ RSHE/ ideas for reflection
1 hr	English Activity

20 mins	Break
1 hr	Maths Activity
40 mins	Science activity / investigation
1 hr	lunch and physical activity
1.5 hr	Art/ Music/ DT/geography/history/ICT/RE/MfL related activities
30 mins	Tables practice Spelling practice / handwriting practice Reading independently or together

4 Communicating home learning activities

4.1 Year R and Year 1

- **Tapestry will be the main platform used**
- Teachers upload learning activities onto Tapestry at the beginning of each week in time for 9 am start Monday
- Teachers to comment at least every 48 hours
- Teachers or classroom assistants as delegated by the teacher to check in individually with families via Tapestry at least fortnightly
- The website will be used to celebrate children's achievements
- Year R/1 Parents will upload pupil's learning on Tapestry. Teachers or Classroom Assistant if delegated to by the teacher to give feedback and suggested next steps

4.2 Years 2 3 4 5 6

- Teachers to use Google Classroom as their main platform. Other platforms include Zoom and Team
- Pupils to be familiarised with Google Classroom when at school
- Teachers to ensure work is set for the following day before 4.30pm the previous day
- Teachers or classroom assistants as delegated by teachers to provide feedback in the form of comments on Google classroom. The marking tool will be used where appropriate with a set success criteria. Feedback will be given within 48 hours of work being completed.
- The webite will be used to celebrate achievements
- Teachers will only make contact via the platform or email between 8.40 and 3.30 out of these hours emails will receive an 'out of office reply'.
- Teachers will provide printed packs for those pupils unable to access learning through ICT. Packs will be updated fortnightly. These packs will mirror work being communicated via Google Classroom.
- Google Classroom will be presented in a consistent way in each year group/mixed class:

- ➤ Turn off stream for parents/pupils
- ➤ Make class heading at top all the same
- ➤ KS2 timetable to always appear top of the stream –
- ➤ Label folder week commencing and then work for that week will be in that folder
- ➤ Use Zoom/Teams to record lessons

5 Communication General

- Parents will have access to office@ and head@ emails so that they can make contact outside of teacher's hours. Emails will be responded to within 24 hours
- If safeguarding concerns arise, teachers should complete the electronic safeguarding concern form and forward to Julie Church **and** Angela Feeley, If a child is at immediate risk of harm, contact AF JC by phone. If unable to make contact phone Childrens Services direct on 0344 800 8021.
- If parents have reason to complain, they should make contact with JC on head@   Teachers can make parents aware of the Complaints Policy which is on the website or can be emailed to them by the school office
- Concerns about pupils not completing work, should be raised at the weekly staff meeting and an action plan will be put together and coordinated by the PAFS team
- When attending Zoom or Teams meetings or making video content, staff should dress professionally and ensure the background is appropriate

6 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 set by teachers within the suggested timescale
- Seek help if they need it, from teachers or classroom 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
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

7. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issue	Contact
Setting appropriate work	SENCo Subject Lead Federation Peers
Behaviour or well being of pupils	PFS Lead SENCo Headteacher
ICT	ICT Solutions via School Secretary
Workload/Wellbeing	Head Staff Governor
Data Protection	School Secretary
Safeguarding	DSL ADSL
Reporting absence	Nursery Manager
CPD	Headteacher

8. Data protection

8.1 Accessing personal data

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

- Access data from known sources eg Pupil Asset
- where possible only access data using school devices. Where this is not possible, staff must be particularly vigilant about logging out of personal data systems so that personal data is not accidently/unintentionally shared

8.2 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.

8.3 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

9. Safeguarding

The Federation Child protection Policy can be found on the school website

10. Monitoring arrangements

This policy will be reviewed termly by Julie Church and Suzi Collins . At every review, it will be approved by the Quality of Education Committee of the school governing body.

11. Links with other policies

This policy is linked to our:

- Behaviour and Exclusions policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

12. Self isolating pupils

Where individual pupils are absent due to needing to self isolate but the teacher is working in the classroom, the following will apply

- The school secretary will ascertain whether the child is well enough to learn from home and communicate with the teacher daily
- Teachers will provide work for self isolating pupils only when the pupil is well enough to work from home
- All staff will be mindful of the difficult circumstances that individual families may be experiencing and be flexible in their approach
- The teacher will decide the best approach to communicate home learning taking in account the family circumstances and their own workload
- Work set should follow work being completed by children in the classroom
- If a new aspect of work is being introduced by the teacher in the classroom, the teacher should direct parents to relevant material on platforms such as Oak Academy https://www.thenational.academy/ or BBC Bitesize https://www.bbc.co.uk/bitesize
- Teachers will mark children's work when they return to school

- Children returning to school following self isolation will have 1:1 time with a member of staff to identify and fill gaps in learning due to their short absence
- The PaFS Lead can be asked to make a welfare call to the family

13. Partial Closure for Keyworkers

If there was a local or national lockdown where schools were partially open to support key worker children and vulnerable children, teachers and support staff might expect to be on a rota where they have to attend school on certain days. Staff are not be expected to provide a full service as outlined in this policy to those remotely learning at home and to those learning in the classroom. If this situation arises, the teachers and support staff concerned will meet with the Headteacher to plan a sustainable way of working. The Headteacher will communicate any adjustments to parents.

14. Useful links

A. Educational

https://www.thenational.academy/

https://www.bbc.co.uk/bitesize

https://whiterosemaths.com/

https://nrich.maths.org/

https://www.discoveryeducation.co.uk/

Put in all digital platforms used

B. **Government /local guidance**

https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

https://www.gov.uk/government/publications/remote-education-good-practice

https://www.gov.uk/guidance/remote-education-webinars

https://www.lgfl.net/online-safety/default.aspx

file:///C:/Users/Salhouse/Downloads/Online%20Learning%20toolkit%20(1).pdf