**Putteridge Primary School**

**Remote Learning Policy**

**March 2022**

**Aims**

This remote learning policy aims to:

* 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.

**Roles and responsibilities**

The headteacher and senior leaders within the school have overall responsibility for the remote learning approach within the school.

**Teachers**

Should a national lockdown occur or a return to a government policy where class bubble closures ae necessary, teachers must be available between 9.00 am and 3.30 pm (unless they are the person who has tested positive)

When providing remote learning for a pupil/small group of pupils who are self-isolating, teachers will endeavour to check with those pupils during the course of the ***working day*** when they are not teaching. If children are awaiting the results of a COVID PCR test and are not in school, this does not fall under the self-isolation remit outlined above.

However, if the teacher is ill, this may be subject to change on a particular day(s).

Teachers must ensure that:

* Each class has a Google Classroom and login details have been provided to all pupils within the class.
* All class members have ready access to these details.

**Bubble closure, small group or child self-isolation**

Each day the children need to be able to access:

* 1 x Maths activity – with guidance provided from White Rose/Oak National Academy/teacher’s own slide with audio explanation.
* 1 x English activity – this will be accompanied by slides with audio explanation from the teacher.
* 1x reading activity – a variety of different resources to be used including Twinkl, Epic, Curriculum Visions, comprehension work etc. For FS/KS1 pupils, the reading activity may be a phonic based task.
* These activities will be supplemented by weekly topic-based tasks that may include history/geography, science, art/DT or PSHE.
* For KS2 there will be weekly spelling, SPaG and Mathletics activities.

**National Lockdown**

Should a national lockdown occur, Putteridge Primary has a blended approach which includes:

* Recorded teaching made by the teachers in school for Maths and English
* Lessons recorded with a verbal commentary
* Mathletics and SPaG.com activities for children in KS2
* Epic reading for children in KS2
* Oak Academy and BBC Bitesize videos
* Weekly Google Meets that take place with the class teacher
* Weekly recorded language lessons made by Sue Cave Languages for KS2

Each day, children in FS will receive activities that cover the prime and specific areas of the FS curriculum. These include:

* English
* Maths
* Phonics
* Topic (understanding the world, expressive arts)

Each day, children in KS1 will receive the following lessons:

* English
* Maths
* Phonics
* Guided reading
* Topic, which will include science during the course of the week

Each day, children in KS2 will receive the following lessons:

* English
* Maths
* Spelling/SPaG
* Guided reading
* Topic, which will include science during the course of the week and a weekly language lesson (UKS2)

**How long can I expect work set by the school to take my child each day?**

Based on the expectations set out by the government in January 2021, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

***Foundation Stage***

Children will be provided with a range of activities meeting the needs of the FS curriculum. These will not exceed 3 hours.

***Key Stage 1***

3 hours per day on average as a minimum

***Key Stage 2***

4 hours per day on average as a minimum

In both Key Stage 1 and Key Stage 2, this will include recorded teaching time and time for pupils to complete tasks independently.

**What curriculum can I expect my child to cover during remote learning?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, children may access different art work as they may not have all the resources that are needed at home.

**What if I don’t have suitable online access at home?**

We recognise that some pupils may not have suitable online access at home. Therefore, we take the following approaches to support those pupils to access remote education:

* Parents are asked to complete a form about devices at home. This register is kept in the school office.
* If a child tests positive or if a bubble is shut, then a family who have highlighted that they do not have a device at home will be loaned a Chromebook for the duration of the isolation period.
* If we are in a national lockdown, then Chromebooks will be loaned to all children identified until the end of the lockdown.
* Parents will receive a phone call from the school to inform them of the day the Chromebook needs collecting.
* They will sign an agreement about the appropriate use of the Chromebook at home.
* If families do not have access to the internet they will be referred to the mobile phone providers for data top-ups.
* If parents are unable to print work out or use Google Docs to complete any worksheets then, they are asked to upload a photo of the work which has been completed on paper (the school is able to provide exercise books to families who do not have paper resources accessible).
* If parents are unable to use the Google Classroom facility then, a printed copy of the work will be provided. Parents will be asked to collect this weekly and return the previous weeks for the teacher to mark.

**What are the expectations for my child’s engagement and the support that we as parents and carers should provide at home?**

While we must emphasise the higher expectations, we must also recognise the pressures that families are under at this time. We will try as far as possible to tailor our provision around parents/carers/siblings who need to work from home as well however, it will be an expectation that all children log on and access the work at some point during the day that it is set.

We are very aware that each family’s circumstances are different so when your child completes a piece of work, please ensure that it is uploaded/turned in at the latest by 3.30pm the next school day after it has been set i.e.: task set on Monday, uploaded by 3.30pm on the Tuesday. If it is handed in after this point, then we are afraid the teachers won’t be able to look at it.

We appreciate that younger children in particular may need support to access online materials and stay focussed with their remote learning. We ask that you support them as much as you can.

It would be really helpful if you can take an active role in your child’s learning by asking them about their day and what they’ve enjoyed learning about but at the same time we don’t expect you to take the place of their full-time class teacher.

Here are our top tips to help your child learn effectively at home and get the best out of the resources provided:

* Ensure they have access to an appropriate device that can access the internet such as a desk top computer, laptop, tablet or smartphone
* Ensure they have paper, pens and pencils (including coloured pencils) available
* Ensure they have a quiet space to work in with as little distraction as possible so that they can complete their tasks without interruption
* Try to encourage your child to be ready and dressed for the start of the school day and to keep to a routine
* Make a clear distinction between weekdays and weekends, and make it clear when the school day is over to separate home and school life
* Ensure you plan plenty of breaks for fresh air and exercise during the day too!

**How will the school check whether my child is engaging with their work and how will I be informed if there are concerns?**

* The Google stream will be checked daily by teachers, along with the assignments that have been handed in.
* Weekly checks carried out of any pupils not handing work in and the school will contact the parent to discuss this.
* Advice will be given to parents in how to engage their child in Google classroom including support to families from the family worker and pastoral team.

**How will the school assess my child’s work and progress?**

* Teachers will check the work that is submitted and relevant feedback will be provided, including any particular strengths and any suggestions around improvements i.e. suggesting to re-watch a particular part of the video to address a particular difficulty.
* Google Meets will also be an opportunity to address any misconceptions identified over the course of the week.
* Particular tasks may be set to supplement and consolidate areas that have proved to be difficult i.e.: Mathletics tasks for greater practice within a particular area.

**Paper offer**

* A weekly pack of paper worksheets/activities will be provided for English, Maths and topic learning. Enough for one lesson each day.
* An appropriate book band reading book will be provided in the pack.
* A family member/friend (who is not self-isolating) can collect or in exceptional circumstances, a member of staff will deliver it to the household.
* The work will be returned when the next pack is collected and feedback will be given.
* Again, during the self-isolation period the class teacher will contact the family via email through Enquiries or ParentMail to check that everything is ok with the remote learning.

In the event that the teacher is ill and therefore unable to provide remote learning, the work used for the other year group classrooms will be applied and a relevant member of staff will be allocated the task of monitoring the Google Classroom and feedback as appropriate.

**How will the school maintain contact with my child?**

* Daily responses to work submitted on Google Classroom via the stream.
* Responses to any private messages sent.
* Weekly Google Meet.
* Phone call from class teacher if parents have raised a concern.
* SEND will receive contact from the SENCo via telephone.
* Family worker will have weekly contact with those families that are deemed vulnerable.
* Pastoral team will respond to any emails that are sent to the pastoral email address and where relevant contact children/families via telephone or Google meet.
* If teachers feel it relevant or necessary, the office team or SLT maybe asked to contact families.

**Attending ‘Google Meets’ with pupils and parents**

* All staff will be expected to be mindful of their dress code - the same expectations as in-school apply.
* Staff will need to be aware of locations where they hold their virtual meetings and should blur/change the background when possible.
* When any virtual face to face sessions have been concluded, the members of staff leading the meet must be the last person online. Once all pupils have left the room the teacher must delete the chat and link.
* When conducting a Google Meet there will always be two members of staff present. There may be occasions where one member of staff will be home self-isolating and the second member of staff (likely to be a member of SLT) will be in school.

 **Wider Leadership Team**

Alongside their teaching responsibilities, WLT are responsible for:

* Considering whether any aspects of the curriculum need to change to accommodate remote learning.
* Working with their team who maybe teaching remotely to make sure all work set is appropriate and consistent.
* Working with other year group leaders and senior leaders to make sure work set remotely across all curriculum areas is appropriate and consistent in approach.
* Monitoring the remote work set by teachers within their teams – through direct access to the Google Classroom pages, and Teams meetings.

**SENDCo**

The SENDCo is responsible for:

* Ensuring all children with an EHCP or identified additional needs have appropriate provision for remote learning.
* Liaising with parents of SEND children to ensure they are supported in remote learning.
* Supporting teachers to ensure SEND children have appropriate learning opportunities during remote learning.

**SEN Provision:**

* As required by either the parents or the school, telephone call from the SENDCo or someone from the Inclusion Team
* Differentiated tasks
* Google Meets
* Visual timetables
* Specific tasks set per day – scheduled to upload daily
* Oak Academy lessons
* Hit the Button
* Mathletics
* BBC Bitesize
* Sending home Nessy logins
* Zoo lessons
* Video calls home by support staff and class teachers
* Online PE lessons

**Senior Leadership Team**

Senior leaders are responsible for:

* Co-ordinating the remote learning approach across the school.
* Monitoring the effectiveness of remote learning – through access to the Google Classroom pages and feedback from staff and families.
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

**Designated Safeguarding Lead**

The DSL is responsible for:

* Maintaining contact, collating, passing on information and responding to any concerns.
* Ensuring regular contact with child/families with an allocated social worker, vulnerable families, children with an EHCP and their families and LAC.
* Refer to the COVID-19 amendments to the Safeguarding Policy

**Pupils and parents**

Staff can expect pupils learning remotely to:

* Be contactable during the school day.
* Complete work set by teachers.
* Seek help if they need it, from their class teachers or another adult within school.
* Adhere to Online Safety guidelines.

Staff can expect parents with children learning remotely to:

* Make the school aware if the child is ill or unable to complete a task due to technical issues, a lack of resources etc.
* Seek help from the school if they need it.
* Be respectful when making any queries, concerns or complaints known to staff.

**Governing body**

The governing body 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.

**Who to contact**

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

* Issues in setting work – talk to the relevant year group leader/phase leader or SENDCo.
* Issues with behaviour – talk to SLT.
* Issues with IT – talk to Partnership Education.
* Issues with their own workload or wellbeing – talk to SLT.
* Concerns about data protection – talk to Headteacher.
* Concerns about safeguarding – talk to DSL or SLT.

**Data protection**

**Accessing personal data**

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

* Have access to CPOMS to record any concerns about children, this is accessed via a secure password. Ensure they log out after use. Do not allow access to the site to any third party.
* Have access to their personal network area using a VPN.
* Only use the laptop provided by school.

**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.

**Safeguarding**

Please see the following for updates concerning safeguarding in relation to home learning.

* COVID-19 amendments to the Safeguarding Policy - this also details reference to remote learning curriculum and risks online.
* This policy is available on our website.

**Monitoring arrangements**

This policy will be reviewed termly by the Headteacher and SLT

Every year, it will be approved by the governing body.

**Links with other policies**

This policy is linked to our:

* Behaviour policy
* Safeguarding policy
* Data protection policy and privacy notices
* Home-school agreement
* ICT and internet acceptable use policy

Ratified by Governors: March 2022

To be reviewed: March 2023