



Glenfall Primary School – Remote Learning Policy

Government Expectations:

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- 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 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.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to **offer immediate remote education**. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to **high-quality online and offline resources and teaching videos**, and that is linked to the **school's curriculum expectations**
- give access to **high quality remote education resources**
- select the online tools that will be consistently used across the school in order to **allow interaction, assessment and feedback**, and make sure staff are trained in their use
- **provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access**
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work **each day in a number of different subjects**
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- **provide frequent, clear explanations of new content, delivered by a teacher** in the school or through high quality curriculum resources and/or videos
- gauge how well **pupils are progressing** through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- **plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers**
- We expect schools to avoid an over-reliance on long-term projects or internet research activities.

At Glenfall we aim to:

- Stay connected with families – particularly at a time of uncertainty and worry.
- To be a constant for our children.
- Help children to learn new content by an increase in teaching videos and taught material.
- Provide a routine/structure to help parents and children to focus.
- To have regular contact with our children through video calls.
- To give feedback to our children that will enable them to progress.
- To mirror as close as possible our broad and balanced curriculum in school.

Teachers

When providing remote learning, teachers must be available between 8.45 and 3.45

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.

When providing remote learning, teachers are responsible for:

Setting work

Scenario 1

A child is self-isolating/quarantining at home – Due to own Covid-19 or through Track and Trace or awaiting test results

Day 1 First Full Day of Absence (Admin Day – no work set)

1. Admin staff to inform teacher that child is self-isolating/ awaiting test results.
2. Teacher to contact parent and advise them to follow the schedule on The Oak National Academy (<https://www.thenational.academy>) in its entirety.
3. Parents access The Oak National Academy; once in the schedule area, click on the appropriate year group to access the schedule for their child.
4. Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
5. Children to complete all work unless directed otherwise by the class teacher.

Day 2 – 14 (children at home need to follow The Oak National Academy plus work given by the teacher if appropriate).

1. Beyond day 2 - the teacher will make contact with parents and pupils via Teams/Zoom and arrange times/days to check-in so that they can discuss learning, offer feedback and next steps and make suggestions if appropriate.
2. Work on Oak National Academy to be completed and any additional work (if appropriate) set by the teacher on Teams/Zoom.
3. Children/parents are to upload all completed work onto TEAMS or via email for staff to review with support from parents – this could be photographic evidence or documents. Staff will offer feedback if appropriate to move learning on. They will not offer individual feedback on every piece of work from every pupil.

If the child is ill with Covid19 there is no expectation to complete or return work, the parent will have informed admin that their child is ill. If the child is in isolation or quarantining than they will need to complete and submit all work set. This includes all work from The Oak National Academy and additional work set by the school. It is expected that the child will be back from Day 15 unless they are very poorly with Covid19.

Scenario 2

The child's class is sent home to isolate including all staff

Day 1 First Full Day of Absence (Admin Day – no work set)

1. Admin staff to inform parents that children are to remain home for 14 days upon advice from Public Health England.
2. Teacher to email the class' parents/carers with information on how to access Teams. Check they understand what they need to do. Teacher to contact parent and advise them to follow the schedule on The Oak National Academy (<https://www.thenational.academy>) in its entirety.

3. Parents access The Oak National Academy; once in the schedule area, clicked on the appropriate year group to access the schedule for their child.
4. Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
5. Complete all work unless directed otherwise by the class teacher.

Day 2-14

1. A Teacher will teach remotely to the class via TEAMS – this will be a combination of recorded/live lessons, Power Points, online activities, non-computer based learning and check-in sessions. They may also provide any additional links to websites or other learning materials.
2. A Teacher will complete a check in with the class via a group TEAMS call and will provide group feedback orally for key lessons at this point. Any individual feedback will be shared via the private chat facility, however most feedback will be collective and new learning will take consolidation and rehearsal into account.
3. Children/parents are to upload all completed work onto TEAMS for staff to review with support from parents – this could be photographic evidence or documents. Staff will offer feedback if appropriate to move learning on – they will also review the class' learning and set new tasks to support and develop (just as if they were in school). They will not offer individual feedback on every piece of work from every pupil.
4. The government expect pupils to work at home as if they would in school and therefore work is mandatory, as is the submission of work onto TEAMS.
5. For those with an EHCP, the work will be tailored to meet their educational needs and supported by a TA wherever possible. Staff will supply additional support and guidance to meet their needs. Teachers will offer additional support in part to those who need it.

Scenario 3

Schools partially close to all but the children of critical workers and vulnerable groups.

- 1. Children in school will receive face to face education which mirrors, wherever possible the work pupils are completing remotely.**
- 2. Remote education will be provided for all other pupils.**

Day 1 First Full Day (Admin Day – no work set)

1. Admin staff to ensure that parents are aware that their child is to remain at home
2. Teacher to contact parent and advise them to follow the schedule on The Oak National Academy (<https://www.thenational.academy>) in its entirety.

3. Parents access The Oak National Academy; once in the schedule area, clicked on the appropriate year group to access the schedule for their child.
4. Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
5. Children to complete all work unless directed otherwise by the class teacher.

Day 2 onwards

1. A teacher will teach remotely to the year group via Zoom and Teams – this will be a combination of recorded/live sessions, Power Points, online activities and non-computer based learning. This may not be their own teacher as the school will remain open and they may be teaching the group identified to attend.
2. A teacher will complete a check in with the year group via a group Zoom call and will provide group feedback orally for key lessons at this point. Any individual feedback will be shared via the private chat facility or through TEAMS, however most feedback will be collective and new learning will take consolidation and rehearsal into account.
3. Children/parents are to upload all completed work onto TEAMS for staff to review with support from parents – this could be photographic evidence or documents. Staff will offer feedback if appropriate to move learning on – they will also review the class' learning and set new tasks to support and develop (just as if they were in school). **They will not offer individual feedback on every piece of work from every pupil.**
4. This will continue until children return to school or government guidance changes
5. The government expect pupils to work at home as if they would in school and therefore work is mandatory, as is the submission of work onto TEAMS.
6. For those with an EHCP, the work will be tailored to meet their educational needs and supported by a TA wherever possible. Staff will supply additional support and guidance to meet their needs. Teachers will offer additional support in part to those who need it.

Providing feedback on work

- For children with hard copies of work, teachers should make contact with parents on a regular basis to determine how children are responding to work. Specific guidance to parents will need to be generated for them to support their child's learning. This could be in the form of toolkits.
- Regular feedback to children will be made by using the online platform.
- They will not offer individual feedback on every piece of work from every pupil.

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

- Allocated staff will be assigned to making contact with children who are on the school's vulnerable list, have SEN needs or who need additional support.
- Class teachers will make daily contact with the class
- Class teachers will be available throughout the day via email and Do Jo and Teams
- Class teachers need not respond to communication outside the allocated hours highlighted above.
- Safeguarding concerns should be reported via the usual channel (CPOMS)
- Parental concerns should, in the first instance, be handled by the class teacher, but may be referred to the HT or Key Stage Leads when appropriate.
- Where a child has not completed work, the class teacher should seek an explanation from the parent.

Attending virtual meetings with staff, parents and pupils

Staff working from home should dress appropriately for Virtual Teaching, i.e. in the same manner as they would if they were at school.

- Staff should be mindful of the teaching or meeting environment behind them and remove anything that may cause offence or be deemed inappropriate by parents.
- Where teachers are in school teaching, but the parallel teacher is self-isolating with their class, consideration should be given to streaming the class lessons to the parallel class.

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.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for accessing CPOMS on a regular basis, attending relevant Child Protection meetings and ensuring that all concerns are acted upon in a timely manner.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day at specified times that are made explicit to parents and children each day.
- Complete work to the deadline set by teachers
- Seek help if they need it

- 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

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
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Data protection

Accessing personal data

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

- Class distribution lists to be set up directly on Office365, avoiding the need for hard copy or electronic lists of contacts
- Only use school laptops provided to communicate via Teams

Keeping devices secure

All staff members will take appropriate steps to ensure their School devices remain secure. This includes, but is not limited to:

- Only use school laptops supplied for school work, rather than personal home computers or devices
- Report any loss of school laptops or encrypted memory sticks immediately
- All school staff to read and sign the 'Acceptable Use Agreement' and 'Use of Memory Stick Agreement'
- Keeping the device password-protected with strong passwords.
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Not leaving the device in classroom overnight, in car boots etc.

Safeguarding

This remains in line with our existing policy.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E- safety policy
- Acceptable Use Policy