Remote Learning Policy

Introduction

Ferndale Primary School is committed to supporting remote learning for our pupils when they are not able to attend due to reasons beyond their control. Of course, we know that nothing we do will replicate the quality of experience which pupils receive during face-to-face learning opportunities in school. Nevertheless, we hope that our remote learning strategies mitigate any detrimental impact of not being able to attend school. We are committed to supporting learning and making it accessible for all pupils, through the use of quality first teaching and digital resources and technologies. The COVID-19 pandemic showed the need for schools to quickly adapt and for children to be technologically capable.

This policy aims to ensure continuity of education during times when access to face-to-face learning is adversely affected. This means that the policy is evoked when, for example, there are school closures during normal term time (e.g. Covid19 bubble closures, individual isolation and adverse weather closures). It is not designed for use when it is possible for pupils to attend in person or when pupils are poorly as we believe it is important they rest and recover quickly during these times.

Objectives

 • To ensure that teachers, and learning support staff, are able to plan, deliver and assess the curriculum effectively using digital technologies to support, where appropriate, ensuring the curriculum is able to be accessed remotely when needed.
• To ensure that the curriculum is delivered, as much as reasonably possible, in line with curriculum plans for Ferndale Primary School (thus ensuring progression of skills and knowledge), during any closure.
• To ensure that pupils are able to access learning materials remotely and that this work is blended seamlessly with face-to-face learning as appropriate.
• To ensure that pupils do not have to miss key learning at times of unexpected school closures or unavoidable absence from school.
• To ensure that remote learning is integrated appropriately into the ongoing work and responsibilities of teachers, and learning support staff, so that it is not a 'bolt on activity' with little affiliation to the 'in-school' curriculum.
• To support teacher workload through the use of digital technologies
• To support the **Belong** focus of the school improvement plan by saving paper and ink through the use of digital technologies
• To make effective use of technology across the curriculum

Online Learning

To support our remote learning system, we use Google classrooms and Oak Academy. Variations to elements (e.g. task set, recording, online portals) may exist depending on the year group or class however all variations follow and use guidelines set within this document.

School closures or restrictions on attendance

Attendance is mandatory for all pupils of compulsory school age. However, Ferndale will provide remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted (e.g. snow, broken boiler, flood or no water etc)

- Individual occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these circumstances, on Day 2 and 3 Ferndale will provide access to remote education, where links to Oak Academy specific lessons will be uploaded onto google classrooms. Day one will be used for teachers to resource these links.

Contingency plans (Lockdown)

If the school leaders decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government then Ferndale would resort to the same online learning strategy they had during Covid.

Setting of work during a closure - continuing the curriculum through remote learning – this can be based on local needs

Day 1 - planning
Day 2 and 3 of lockdown – Oak academy specific lesson links sent out to all year groups with google meet call from day 3 onwards
Day 4 onwards- GC - Plan for usual learning but remotely with feedback, contact and differentiation. See below
During the first few days of a closure we will use a range of methods including Timestable Rockstars and links to the OakAcademy website.
After these two days we will then use Google Classrooms to provide learning linked as closely as we can to our school curriculum, which may include links to Timestable Rockstars and the OakAcademy website. The lessons provided will be of equivalent length to the learning children would receive in school which will be on average 4+ hours per day.

Daily expectations during a school closure:
Early Years' Expectations:
Nursery

- Phase one phonics activity each week
- Story for the week used as a hook then related daily activities linked to EYFS 7 areas/ 17 strands
- Additional suggestions each week- fine motor skills activities/ write dance songs/ putting on coats/ fastening zips
- 1 adult reading short daily story/poem

Reception
- Daily phonics for reception
- Story for the week used as a hook then related daily activities linked to EYFS 7 areas/ 17 strands
- 1 adult reading short daily story/ poem
- Additional suggestions each week- dough disco, counting songs, letter and number formation, basic skills

Year 1 and 2 Expectations
- 1 teacher reading the class book (as though it is class story time). Work may be completed based from this book
- 1 maths lesson
- 1 writing lesson
- 1 daily reading or phonics lesson
- 1 taught curriculum area
- 1 additional link to another area of the curriculum (e.g. PE/Computing/RE)

KS2 Expectations
- 1 teacher reading a chapter of their class book (as though it is class story time).
- 1 maths lesson
- 1 writing lesson
- 1 reading lesson
- 1 taught curriculum area
- 1 additional link to another area of the curriculum (e.g. PE/Computing/RE)

If a paper version is needed, or something for a child with SEND, we will of course organise this. We also have access to a number of devices that can be borrowed during a school closure period to support learning. To borrow a device parents can make a request via the class teacher or via admin@ferndale.sandwell.sch.uk, who can arrange for a device to be collected or delivered if the family are self-isolating. Parents are required to sign an agreement to ensure the device is cared for and used appropriately. The device will need to be returned promptly at the end of the period.

Learning Platforms

Each child has been issued with a Google Classroom password. This provides them with their own personal account where they are able to access teaching and learning resources as well as a

platform to communicate with their teacher and potentially other staff members. When designing effective home learning outline, online safety and pupil/staff safeguarding were at the forefront of decisions made. Therefore, school privacy settings, GDPR and access were all considered and tested. Pupils have been granted limited access areas of our school account such as their year group site and parent consent is necessary prior to access. All members of SLT have access to these and are able to monitor them. Certain limitations have been put into place, such as other year groups cannot access classes other than their own. School staff reserve the right to delete any comments deemed inappropriate for reasons such as safeguarding, conduct or harmony within school. Should you have complaints or concerns regarding Google Classroom, please use a different avenue, such as email as indicated below.

Children can continue to use other learning platforms such as Timestable Rockstars. All platforms that require a log on have been shared with pupils and parents either within class or via email.

If children are unable to complete their work they are able to contact their class teacher on google classrooms. Work from previous day's learning can be accessed on google classrooms at any point after the day that it has been set.
If a child cannot access the technology needed, or if the parent does not give consent, appropriate work will be set for parental collection.

Provision for pupils with SEND
We have a number of pupils with Special Educational Needs and Disabilities (SEND) and with inclusion as one of our drivers it is important that we continue to provide a learning experience which addresses the needs of all learners. This includes:
- Pupils engaged in subject-specific learning
  - ➢ Pupils working at age related expectations have access to their Year group's curriculum learning resources via Google Classrooms.
  - ➢ Pupils working below age related expectations will be able to access the Year group curriculum learning resources (Mathematics and English) via Google Classrooms which meet their current needs
  - ➢ Specific resources supplied by the school to support remote learning

- Pupils not yet engaged in subject-specific learning
  - ➢ Visual/practical learning resources provided by teaching and support staff to meet the individual needs of pupils – remote contact between staff, pupils and parents
  - ➢ Pupil access to Google Classrooms - a range of learning experiences to meet the needs of pupils – including activities linked to the four areas of need (cognition and learning; communication and interaction; SEMH and physical and sensory)
  - ➢ Specific resources supplied by the school to support remote learning

CONFIDENTIALITY, SECURITY & DATA PROTECTION

Full consideration will be given to the privacy and security features of the chosen remote platform for any online sessions and software will not be used if the security provision is insufficient. At Ferndale Primary School we have adopted the use of Google Classrooms and follow all of their security guidance protocols.

The session shall not be recorded on any digital device or programme used by the any member of a session unless otherwise agreed and notified in advance.

Any data, including the creation, storage, retention and disposal of recordings, will be in line with the provisions of the Data Protection Act 2018, GDPR and Freedom of Information Act 2000, where relevant.

Twenty Safeguarding Considerations for Lesson Livestreaming

Just because schools are supporting students remotely and sending work home does NOT mean that you need to livestream lessons.
This should only be done where you are equipped to do so safely. But if you are considering it, bear these things in mind:

1 Only use school-registered accounts, never personal ones

2 Don't use a system that your SLT has not approved

3 Will some students be excluded? Do they have internet, a device and a quiet place?

4 Do students and staff have a safe and appropriate place with no bedrooms or inappropriate objects/information visible?

5 Check the link in an incognito tab to make sure it isn't public for the whole world!

6 Has your admin audited the settings first (who can chat? who can start a stream? who can join?)

7 What about vulnerable students with SEND and CP needs?

8 Don't turn on streaming for students by mistake – joining a stream ≠ starting a stream

9 Never start without another member of staff in the 'room' and without other colleagues aware

10 Once per week may be enough to start with – don't overdo it and make mistakes.

11 Keep a log of everything - what, when, with whom and anything that went wrong

12 Do you want chat turned on for pupils? Can they chat when you aren't there?

13 Avoid one-to-ones unless pre-approved by SLT

14 Remind pupils and staff about the AUP agreements they signed* The rules are the same

15 Remind pupils and staff about the safeguarding policy and reporting process – does it work remotely?

16 Do you want to record it? Are students secretly recording it? You may not be able to tell.

17 How can students ask questions or get help?

18 What are the ground rules? When can students speak / how?

19 If you don't understand the system, if it won't be safe or reliable, if teaching won't be enhanced, DON'T DO IT.

20 Is your DPO happy? GDPR covered? Parental consent needed?

LIVE

LGfL

DigiSafe
Keeping children safe

THE DIGISAFE TEAM WILL BE EXPLORING SAFE SETTINGS FOR THE MAIN PLATFORMS CHECK OUR SOCIAL PAGES

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* Need templates?
See safepolicies.lgfl.net