

GREENBANK PRIMARY SCHOOL

Remote Learning Policy

(September 2020)



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Remote learning at home

1. Aims

- Ensure consistency in the approach to remote learning for all pupils (including SEND) who are not in school.
- Provide clear expectations to members of the school community with regards to remote learning.
- Meet the requirements of the government for remote learning as set out in the Guidance for full opening**

*** where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education where needed, is high-quality and aligns as closely as possible with in school provision***

2. Our approach to remote learning

At Greenbank we believe that there should be no interruption to children's learning. If a child is self-isolating, learning should be continued at home. At Greenbank we will provide remote learning when pupils are self-isolating at home for one of the following reasons:

- if we have closed a class or year group 'bubble';
- if a child has coronavirus (COVID-19) symptoms and/or a positive test result;
- if a household has been contacted as part of Test & Trace.

Greenbank will use online tools to deliver the Remote Education Plan:

- The online tool for EYFS will be Tapestry.
- The online tool for KS1 and KS2 will be Google Classroom
- Other online tools and websites will be made available; TT Rockstars, Numbots, Phonic Play, BBC Bitesize and Oak Academy.
- Each child will receive a stationery pack to support with online learning as some activities may require work that needs to be produced then uploaded.
- If families are struggling to access online learning we will aim to provide printed learning packs.

3. Roles and Responsibilities

Teachers - If a Year Group Bubble closes:

- Teachers will be available **between 8.45 am and 3:00pm** on our digital platform – Google Classroom
- If the teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent the TA4 in the year group will support the year group with work set on Google Classroom. In these cases teachers must follow the normal school absence procedures.
- Teachers will set work that is appropriate and accessible. EYFS will use Tapestry and have the following daily activities: a shared story, dough disco, Phonics, Let's Count/Counting and an additional activity. Y1 – Y6 will have a Maths lesson, English lesson and Foundation Subjects taught as on the daily timetable. There will also be a story time session.
- Work will be provided equivalent to the lesson time children would be accessing on a typical school day.

- Teachers will deliver a morning message – written or via video to welcome the children to their remote learning.
- A timetable will be available daily; subjects will be outlined with a brief description of what a child is expected to do and deadlines for the work to be handed in by.
- Teachers will provide opportunities for students to seek clarification or support with the work set and respond to emails or communication requests from parents and pupils between 8:45am and 3:00pm
- Teachers will maintain high expectations for online engagement and behaviour
- If necessary, arrangements to be made for paper versions of the work to be sent home
- Teachers will mark and provide feedback to children for all activities and in line with our Marking and Feedback Policy.
- Ensure students have access to their class on Google Classroom and that parents are invited via the Guardian overview function.
- A virtual daily attendance record will be kept by the teachers/TA4s to track engagement with the remote learning. Teachers or TA4 will inform school if children are not accessing the remote learning. Pastoral and/or a designated SLT member will contact families of these children to check on why remote learning is not being completed and offer support if necessary.
- A weekly video review meeting on work will be undertaken using zoom and following safeguarding and use of social media guidelines (Spring 2021 onwards) National Lockdown on 5th January 2021 changed this to a daily live lesson for all children in KS1 and KS2
- Recognise and celebrate good work, effort and engagement in remote learning.

Teachers - If a child has to isolate:

- Teachers will deliver a morning message – written or via video to welcome the children to their remote learning.
- A timetable will be available daily; subjects will be outlined with a brief description of what a child is expected to do and deadlines for the work to be handed in by.
- Teachers will set work that is appropriate and accessible. Work will be in a format that is the same or similar to what would be happening in the class. Work will be provided equivalent to the lesson time children would be accessing on a typical school day.
- Teachers will not be available throughout the day on our digital platform – Google Classroom during the school day due to their teaching commitment in class. However work on Google Classroom will be viewed during the day to check on engagement and any support needed. This may be completed by the teacher or teaching assistant.
- If necessary, arrangements to be made for paper versions of the work to be sent home
- Teachers will mark and provide feedback to children for all activities and in line with our Marking and Feedback Policy.

Teaching assistants

- During the school day, teaching assistants must complete tasks as directed by a member of the SLT.
- If they are 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 assisting with remote learning, teaching assistants will be available between 8:45am and 3:00pm, unless special arrangements have already been agreed with the Headteacher.
- Reviewing and adjusting materials as on Google Classroom as appropriate to the identified needs of the student.
- If an SEND student is working from home but the bubble is not closed, teaching assistants will maintain regular contact with them to ensure they are able to access work. Information from contact will be reported back to the class teacher and SEND Coordinator.
- Will liaise on a weekly basis with the class teacher so as to understand the work set and how best to adapt it.
- May be asked to attend virtual meetings with staff, parents and pupils (in the event of an extended closure), ensuring a formal dress code and avoiding areas with background noise and unsuitable background.

The SENDCo

Alongside their teaching responsibilities, the SENCo will:

- Ensure vulnerable students and those with SEND continue to attend school as far as is possible and access the curriculum.
- Advise teaching staff regarding differentiation of work for students with SEND and ensure this takes place through regular monitoring of the online digital platform and contact with the identified students.
- Review the work that is being set for the SEND students and if a more bespoke curriculum is required will provide home learning packages.
- If an EHCP child is self-isolating at home but the bubble is not closed or the year group bubble has closed, the SEND Coordinator will contact them twice weekly to gain insight into how best to support them.

Senior leaders

Alongside any teaching responsibilities, The Leadership Team will assume overall responsibility for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of Remote Learning, through regular meetings with teachers and subject leaders, reviewing work set and feedback from children and parents.
- Managing school resources to ensure effective execution of agreed practices outlined in this policy
- Coordinating Continuing Professional Development towards best practice in Remote Learning in order to support the learning of all children
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Parents/Guardians and Pupils

- Make the school aware if their child is sick or otherwise cannot complete work following the normal absence procedures.
- Register their virtual attendance to school remotely through signing themselves on to their year group's Google Classroom site.
- Where possible, a regular daily routine is established so children are accessing their Google Classroom daily work at 8:45am and completing work over the school day.

- Each day, parents and children to view the daily timetable outlining the work for the day and then make appropriate plans to complete the work by the set deadlines.
- Should anything be unclear in the work that is set or support is needed to complete the work, children and/or parents can communicate with class teachers via Google Classroom.
- If a parent has a question about Google Classroom linked to accessing work or paper based work, we ask parents to contact the school office for support. Parents should make clear which year group and child the question relates to.
- If work that children complete at home is paper based it should be kept safe, in their home learning books (see stationery pack resources) and be brought back to school when safe to do so.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support their children with the work, encouraging them to work with good levels of concentration.

4. Data protection

Accessing personal data

When accessing personal data, all staff members should be mindful that:

- Data can be accessed via secure cloud service or a server in your IT network.
- Only school devices should be used e.g. lap tops, tablets not personal devices.
- Work completed by children should be stored in a file on that device for future use if required.

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.

5. Safeguarding

Please refer to the school's Safeguarding Policy.

6. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Safeguarding Policy and coronavirus addendum to our child protection policy

- Home-school Agreement
- ICT and Internet acceptable use Policy
- Online Safety Policy