Gusford School The *Active Learning* Trust **Primary**

"Together we believe, learn and achieve"

Remote Education Policy 2023-24
Person Responsible: Stephen Tapley Headteacher
Policy Review: September 2024

The policy once consulted on at local level needs to be subject to ratification by the Board of the Active Learning Trust or a committee acting for that Board.

1.Values

At Gusford School, we understand the need to continually deliver high quality education, including during periods of remote learning - whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. Gusford School always strives to be creative, innovative and to support our parents and children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this and is in line with our school values, promoting independence, responsibility, confidence, kindness and respect.

2. Aims

Through the implementation of this policy, we aim to address how the school intends to deliver learning remotely when a pupil is not able to access school due to the COVID-19 pandemic.

Our aim is to::

- Minimise the disruption to pupils' education and the delivery of the curriculum in the event that pupils are absent from school due to COVID-19.
- Ensure provision is in place so that all pupils have access to high quality learning resources and teaching support.
- Ensure that all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Enable teachers to ensure their workload is managed and that they are suitably trained and experienced in the delivery of remote learning platforms.
- Ensure robust safeguarding, privacy and data security measures continue to be in effect during the period of remote learning.
- Consider continued education for staff and parents (e.g. CPD, Supervision, Parent Meetings) ● Support effective communication between the school and families and support attendance

3. Safeguarding

At Gusford School, we are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by section 175 of the Education Act 2002. We strongly believe that all children have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect. Safeguarding the welfare of children is everyone's responsibility. Everyone who comes into contact with children has a role to play in safeguarding them. During periods of remote learning, staff and parents alike must ensure that the child does not access inappropriate resources, sites or content.

All pupils, staff, parents and governors will have read and signed our school Acceptable Use Policies.

Staff will at all times work within the schools Code of Conduct for Adults.

Adults must also ensure that any digital resources made available to families, or returning completed tasks, are safe and do not compromise the professional conduct or standards expected at Gusford Primary School. Adults recording teaching input and explanation videos from home should be dressed appropriately and should ensure that the background setting is suitable (e.g not in a bedroom area)

All communication between children and adults, whilst pupils are learning at home, should take place via school email accounts or Google Classroom/ Microsoft Teams only. Adults should not communicate with pupils via their own personal social media accounts and no images of pupils should be emailed using personal email accounts.

Any breaches must be immediately reported to our Designated Safeguarding Lead, Christine Holmes, by emailing dslteam@gusfordprimary.net, with brief details.

4. Philosophy

Gusford Community Primary School is committed to working in close partnership with families and recognises each family is unique. This plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools and offers remote learning opportunities for all children. We acknowledge that some households have limited access to devices and will require hard-copies of work and resources. Gusford School will be as supportive as is practically possible to enable every child to continue to learn during any periods of school closure or when a child is unable to attend.

In the event that a pupil is not able to attend school, as a result of the COVID-19 pandemic, pupils will be provided with an education remotely and will be expected to engage in the home learning activities on offer. The only exception will be made under the circumstance that a pupil is unwell themselves.

Remote learning will be provided when a child is absent due to Covid related reasons, these include:

    a. A child who is absent because they are; displaying COVID symptoms, awaiting COVID test results, part of a household which is required to self-isolate.

    b. A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

    c. The school is closed to all pupils as part of government wider lockdown measures.

Response Level	Remote Learning Offer	Safeguarding	Free School Meals
A. School response when a child is absent because they are; displaying COVID symptoms, awaiting COVID test results, or are part of a household which is required to self-isolate.	Class teachers will provide a weekly menu of learning opportunities which will always include maths, writing, reading, spelling (as appropriate for age group) and PE and may also include activities relating to the wider curriculum subjects. These will be accessible via Google Classrooms, via school email or by post if the parent requests. Pupils will be provided with their login for Google Classroom etc and resources can be made available upon request.	Class teacher or teaching assistant to make contact on the telephone with the pupil every 2 days in order to check in on wellbeing and home learning. Any concerns to be passed to the DSL team.	Local arrangement made for example: a weekly hamper to be provided (by Caterlink) for any child who is entitled to free school meals. This will be collected by the parent from the main school office if they are able to do so.

B. A child's wholebubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19 or **C. The school isclosed to all pupils as part of government wider lockdown measures.**	Teachers will be working from home to prepare lessons that will be delivered remotely, as set out in the Remote Learning Timetable, via Google Classrooms for the majority of pupils. The offer will include a daily timetable and overview, individual lesson introduction videos, written explanations and additional learning resources. These will be available on Google Classroom by 9am each morning. Teachers and Teaching Assistants will be available online, via the Google Classroom and email, to support pupils with their remote learning and to respond to questions from children and/or parents. Teachers will provide feedback for pupils, on reading, writing and maths work, submitted by 3pm, by the end of each day via Google Classroom or email. Work which is completed and submitted after 3pm will be marked and feedback offered the following day. Feedback will be given by Friday at 3.30pm each week on all other subjects in the remote learning timetable. If there is a concern around the engagement of a pupil, teachers will ask teaching assistants to make contact with parents to raise concern and offer support. Where a pupil or family group is not able to access the remote learning provision on Google Classroom then alternative paper based resources will be provided for collection by parents/carers.	Any concerns shared by parents or pupils, reported to the class teacher or class teaching assistant, should be shared with the DSL team and recorded on MyConcern along with the follow up action/resolution.	

5. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education include:

- Online platforms for EYFS (Tapestry), KS1 and KS2 (Google Classrooms)
- Online tools for staff CPD, Supervisions and Parent Meetings (Zoom, Google Meet, Microsoft Teams, Anspear).
- Use of recorded video for lesson instructions and assemblies
- Year team email addresses (year1@, year 2@ etc.)
- Phone calls home
- Printed learning packs, including pencils, paper and resource sheets available for collection from the school office when needed.
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, LbQ, Anspear

6. Software and Online Platforms

Within all plans, teachers will set appropriate work in line with our current curriculum, primarily supplemented by a range of digital resources.

In preparation for home-learning, parents and children will receive logins and passwords for the following platforms (likewise teaching and teaching assistant staff need to be familiar with them):

- Google Classroom/Tapestry

- Learning by Questions

Data Protection Impact Assessments will be undertaken where personal data will be uploaded to learning and teaching web based and cloud platforms to ensure compliance with the GDPR and Data Protection Act 2018.

7. Home and School Partnership

Gusford School is committed to working in close partnership with families and recognises that each family is unique; because of this, remote learning may look different for different families in order to suit their individual needs.

Gusford School will provide detailed instructions for parents, and reminders thereof, on how to use Google Classroom and where necessary, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Gusford Primary School recommends that each 'school day' maintains structure.

We encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All children sign an 'Acceptable Use Agreement'' at school which includes e-safety rules and this applies when children are working on computers at home (see Appendix 2).

6. Roles and responsibilities

Teachers

Gusford School will provide a refresher training session for new staff on how to use Google Classroom. All teachers will be provided with a laptop for use at home to assist them in the preparation and delivery of remote education for the pupils in their class.

When providing remote learning to an entire class or bubble (in the event that all children are asked to self-isolate), teachers must be available between 9am and 3.30pm. If one child or a small number of children are isolating, the teacher will be available to respond to online communication between 3.30pm and 5.00pm and will check Year team emails and Google Classrooms during the day when possible.

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 providing remote learning, teachers are responsible for:

Setting work:

● Teachers will set work for the pupils in their class and/or Year group
● The work set should follow the usual timetable for the class had they been in school, wherever possible (including lunchtime and breaks)
● Work will be shared weekly, with daily sharing when appropriate or if a whole class/bubble is isolating
● Teachers in the EYFS will be setting work on Tapestry
● Teachers in Key Stage 1 and Key Stage 2 will be setting work on Google Classrooms

Providing feedback on work:

● When a whole class or bubble is isolating, teachers should respond to all submitted writing, reading and maths on the same day whenever possible. Work which is completed and submitted after 3pm will be marked and feedback offered on the following day.
● Feedback will be given for other subjects at least once each week.
● If one child or a small number of children are isolating, teachers should respond to learning within two days.
● General class feedback and motivational support should be provided at least once each week on Tapestry or Google Classrooms. This should increase to at least three times each week in the event of whole class/bubble isolation.

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

● If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement
● Teachers should direct Teaching Assistants to support the work and learning of pupils who are working remotely, via telephone or Google Classroom
● Parent/carer emails should be sent via Year Team emails unless Headship or admin input is required
● Any complaints or concerns shared by parents or pupils should be reported to a member of SLT. ● Any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

In the event of whole class/bubble isolation, teaching assistants who are isolating must be available between their usual contracted working hours.

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.

During the school day, teaching assistants must complete tasks as directed by teachers within their Year Team or a member of SLT. This will include making contact with parents and pupils and, where any concerns arise, offering support as directed by the class teacher.

Where concerns arise, record on MyConcern and report these immediately to the DSL [Christine Holmes] and DSL team.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including weekly monitoring of engagement
- Monitoring the effectiveness of remote learning through regular 'meetings' with teachers, reviewing work set and seeking feedback from pupils and parents
- Liaise with the Designated Safeguarding Lead DSL [Christine Holmes] and DSL Team regarding any significant safeguarding concerns
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians /ALT Central

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The SENDCO

- Liaising with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Supporting teachers to adapt remote learning to meet the needs of children with SEND or an EHCP and monitoring the quality and appropriateness of this learning. .

The School Business Manager

- Ensuring value for money when arranging the procurement (under £1000) of equipment or technology or working with Trust Procurement lead in alignment with Trust Policy and advice.
- Ensuring that Gusford School has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help from teachers if they need it (via Google classrooms or Year Team emails with parental support)
- Alert teachers if they are 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, via the Year Team emails or by contacting the school office ●Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

- Ensuring that the school monitors remote learning provision to check that education remains as high quality and accessible as possible. The school will share monitoring notes, outcomes and next steps with the governing board.

The Active Learning Trust Board

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

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for phone calls and recorded video
- End User Agreements for Google classroom

Appendix 1 Remote Learning Timetables

Example timetable Y1-6

	Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Recorded Assembly, overview of learning and motivational feedback from Teacher/Year Lead/Headship					

Session 1	Maths Fluency and Practise	Maths Fluency and Practise	Maths Fluency and Practise	Maths Fluency and Practise	Maths Fluency and Practise
Session 2	Reading and Vocabulary	Reading and Comprehension	Reading and Comprehension	Reading and SPAG	Reading and Writing task
Session 3	Topic (History/ Geography)	Art and RE	Science	PSHE	PE and Music

Example timetable Reception

	Day 1	Day 2	Day 3	Day 4	Day 5
Recorded Assembly, overview of learning and motivational feedback from Teacher/Year Lead/Headship					
Session 1	Phonics Video	Phonics Video	Phonics Video	Phonics Video	Phonics Video
Session 2	Number session	Number session	Number session	Number session	Number session
Session 3	Story and vocab	Story and write	Story and vocab	Story and write	Story and vocab
Session 4	PSHE	PE	Art and creative	Music	PE

Page

Appendix 2: Pupil Online Acceptable Use Agreement

Gusford Primary School
Pupil Online Acceptable Use Agreement

At Gusford Primary School, we expect all children to follow important rules that will help them to stay safe when learning online. These rules apply when learning at school and at home, including when using Google Classroom to complete homework or home learning challenges.

All children are reminded that our school values of **Respect, Kindness** and **Responsibility** are just as important when learning or playing online as they are in the classroom or playground.

Please read the following rules for your Key Stage and add your name at the bottom if you agree to follow these rules at school and at home. For children in the EYFS and Year 1, a parent or guardian may sign for you.

EYFS and Key Stage 1

● I only go online with a grown up ● I am always kind online ● I keep information about me safe online ● I tell a grown up if something online makes me unhappy or worried
Key Stage 2
● I ask an adult which websites I can use ● I know I must only open online messages that are safe and if I'm unsure then I won't open it without speaking to an adult first ● I know that people online are strangers and they may not always be who they say they are ● If someone online suggests meeting up then I will always talk to an adult straight away ● I will always show kindness and respect when commenting on other people's learning online ● I will not use technology to be unkind to people ● I will keep information about me and my passwords private ● I always talk to an adult if I see something which makes me feel worried ● I will not assume all information online is true ● I know there are laws that stop me copying online content

I …………………………….. agree to follow all of the rules shown above for my Key Stage.

I understand that if I break these rules, I may put myself or others at risk and adults may no longer allow me to access devices or complete learning online.

Date…………………………

If signed by a parent or guardian on behalf of a child, please add your name here to agree that you will help your child to understand and comply with these rules:

Parent/guardian signature:..

Page