

Remote Education Policy

Oxford Gardens Primary School



1. Statement of School Philosophy

Oxford Gardens Primary School has always strived to be creative, innovative and support our parents and children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning is a continuation of this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to delivering high quality, interactive remote learning
- Include continuous delivery of the school curriculum, as well as support children's well-being and their parents where appropriate
- Consider continued education for staff and parents (e.g. staff CPD, Meet the Teacher)
- Support effective communication between the school and families and support attendance

3 .Who is this policy applicable to?

- A child (and their siblings if they are also attending Oxford Gardens Primary School) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*Seesaw, TT Rockstars, My Book Blog, LGfL*)
- Zoom for lessons when a whole bubble is isolation, or during a National lockdown
- Zoom for staff CPD

- Use of recorded video for instructional videos or explanations of tasks
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize and Oak Academy where applicable

5. Home and School Partnership

- Oxford Gardens Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families, in order to suit their individual needs.
- We will provide a refresher online training session and induction for parents on how to use Seesaw and where possible, provide personalised resources.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Oxford Gardens Primary School would recommend that each 'school day' maintains the structure of Guided Reading/Phonics, Literacy and Maths in the morning, with one afternoon lesson, which could be IPC, PE or PSHE.
- We would encourage parents to support their children's learning, including finding an appropriate place to work and, to the best of their ability, support pupils with their learning and 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 case-to-case basis.
- All children sign an 'Acceptable Use Policy' at school which includes e-safety rules, and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

Oxford Gardens Primary School will provide a refresher training session and induction for new staff on how to use SeeSaw.

In the event of individual children going into isolation:

- Setting learning on Seesaw:
 - On the first day of absence, children will have the interactive whiteboards slides uploaded onto Seesaw by the teacher or LSA, as soon as we are aware that the absence is COVID related.
 - From the second day of absence, teachers will adapt their existing lessons, to make them accessible to children learning online. They will record short videos either giving an explanation or modelling the new skill being learned. They may also use other online resources (e.g. adding Oak Academy/BBC bitesize videos supplement the teacher's existing resources)
 - They will assign learning on Seesaw to any child who is isolating.
- Providing feedback on learning:
 - Feedback to children learning from home by 4.30 each day

In the event of a whole class/bubble going into isolation:

When providing remote learning, teachers must be available between 8.30-4.00.

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:

- Adhering to the staff Code of Conduct, including the COVID-19 addendum
- Setting learning:
 - Teachers will set learning for the pupils in their classes on Seesaw.
 - They will provide 2 live zoom lessons.
 - The learning set should follow the usual timetable for the class had they been in school, wherever possible
 - Daily learning will be set by 8.30 on the day children are expected to do it
 - Teachers working in year groups where there is more than one teacher, must work together to ensure consistency of provision across all classes.
- Providing feedback on learning:
 - Reading, writing and maths: all completed work submitted by 1pm to be guaranteed teacher response and comments by 4.30pm.
 - All curriculum tasks submitted by 3.30pm and teachers will comment at the beginning of the following day.
- 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, teachers should let Leila Kent know and either she, SLT or the class teacher will contact the parent via phone to assess whether school intervention can assist engagement.
 - Teachers should work with SLT to ensure that regular phone calls are made to the family, either by SLT, WLZ or the class teacher.
 - All parent/carer emails should come through the school info account (info@oxfordgardens.rbkc.sch.uk)
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between 8-3.45

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 assistant must complete tasks as directed by a member of the SLT.

Subject Leaders

Alongside any teaching responsibilities, subject leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers to ensure all learning set is appropriate and consistent.
- Monitoring the remote learning set by teachers in their subject and support teachers where necessary
- Alerting teachers to resources they can use to teach their subject remotely

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement (Leila Kent)
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents (Leila Kent)
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (Jess Wilson and Eileen Keogan)
- Assisting pupils and parents with accessing the internet or devices (Eileen Keogan)
- Ensuring that the school has adequate insurance to cover all remote working arrangements.(Sarah Cooper)

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, including the COVID addendum.

IT Technicians

IT technicians are responsible for:

- 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

The SENCO

- Liaising with the IT technicians 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.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they are unable 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

7. Data protection

Accessing personal data

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

Explain:

How they can access the data, such as on a secure cloud service or a server in your IT network

Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and login details (for platforms such as Seesaw/LGfL/Gsuite) as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

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

- Keeping personal devices 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 any information regarding individual children is not stored on their hard drive. They should use a password protected USB device, or the one drive, for this information.
- 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

8. Safeguarding

See Child Protection and Safeguarding Policy September 2020 saved in the Staff drive- Policies- Keeping Safe

9. Monitoring Arrangements

This policy will be reviewed by Leila Kent at the end of every half term. Any changes, after the initial FGB approval, will be approved by Warren Boucher (Chair of Attainment and Progress Committee).

10. Links with other policies and development plans

This policy is linked to our:

Child Protection and Safeguarding Policy September 2020

Behaviour policy

Data protection policy and privacy notices

Online safety Policy

Acceptable use agreements

Staff Code of Conduct, COVID-19 addendum

Updated January 2021