

# Mellor St Mary CE Primary School



*Believing, Learning &  
Sharing Together*

## Remote Learning Policy

<b>Approved by:</b>	J.Embley-Peers	<b>Date:</b> 14 <sup>th</sup> September 2020
<b>Approved by :</b>	Curriculum Committee	<b>Date:</b> 19.10.2020
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Please read in conjunction with : <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

[Providing remote education information to parents: template - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923539/Remote\\_Education\\_Temporary\\_Continuity\\_Direction\\_-\\_Explanatory\\_Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)

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## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school’s approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school’s commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3pm, Monday to Friday.

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. To do this contact the Headteacher (JEP) on the day of absence, so the SLT can ensure there is someone in place to set/respond to any remote learning.

**When providing remote learning, teachers are responsible for:**

- Teachers must set work for their own class, providing the same opportunities for those children in school and those at home.
- Teachers can work in 'teams' to support each other for mixed aged class planning and teaching in line with each key stage curriculum overview.
- In the case of a member of staff being unavailable to work due to illness or caring for a dependent, teachers may be required to provide remote learning for classes other than their own.
- If a child is self-isolating, the teacher must set them daily and weekly learning sessions (see below) and make verbal contact with them at least 2 x a week to check on progress – during the current lockdown this will not be appropriate as they can complete the work set for the rest of the class.
- Setting protocols for remote learning which are shared with pupils and parents to ensure that each pupil adheres to safeguarding rules and expectations for each session.
- Ensure remote learning will be a blended approach between online learning and paper based work.

**➤ Setting work:**

- Work set will include **daily lessons for English** (reading, writing, phonics, spelling, handwriting, grammar) and **maths** (multiplication, number bonds, reasoning problem solving). Individual pupil books will be used long side White Rose Maths teaching sessions for Maths and Oak Academy for English,
- **Weekly lessons for foundation subjects** will be linked to key stage curriculum overviews. History, Geography, Science, MFL, RE, PSHE, Expressive Arts and PE.
- **EYFS will have a blended curriculum** to include online activities and practical activities both inside and outside the home/classroom. Children will have daily face to face meetings with the class teacher which include taking the register, story time, phonics input and feedback.
- **Teachers are to deliver/ promote video teaching lessons.** We will be doing this mainly through signposting to Oak Academy video teaching sessions / White Rose Hub teaching lessons and a combination of face to face sessions through Google Meet. We will combine these with voice over powerpoints, embedded video powerpoints and video recordings within the classroom when necessary. Teachers will provide daily face to face sessions with all children to assess the understanding of work completed.

There will also be opportunities to address any misconceptions or provide support where it is needed.

- English and maths will need to be scheduled to be available for children to access on Google Classroom, from 9am each weekday morning. If Google Classroom is not operational, then work will be set via the remote learning tab on the school website.
- Foundation lessons will be provided on a daily basis.
- Direct teaching sessions must be coordinated across school to prevent year group/ sibling clashes. As a result, children working from home will have to complete some tasks independently (or with support from an adult at home), before feeding back to the teacher during the next available face to face session.
- Teachers ensure all children have their passwords for age related online programs including Mathletics, Readwrite, Times Tables Rockstars, SATs Companion, Epic, Letterjoin, Oxford Owls, LBQ etc.
- **All work should be uploaded to the relevant class page on Google Classroom.** Teachers should create headings to make it clear where children access the work. These should be e.g English – Week Commencing 21<sup>st</sup> September 2020 and Maths – Week Commencing 21<sup>st</sup> September 2020. Under these headings work can be uploaded with headings for Monday, Tuesday, Wednesday, Thursday, Friday. Extra work such as grammar, spellings, arithmetic etc. can be added under these headings with relevant titles.
- All work should be uploaded on to Google Classroom under the tab Classroom at the top. Where possible all work should be created in Google Forms, to allow children to access it without the need for word/excel etc.
- When you have created a document, remember to click on Students can see file, dropdown menu and select Create a copy for each child.
- Use the schedule button at the top right of the screen to ensure work is ready to be shared at the correct time and a deadline is set when you want the work to be completed by.

#### ➤ **Providing feedback on work:**

- **Pupils are expected to upload all work**, including photographs of work on to Google Classroom. This is called 'Turning their work in'. All work will be returned to the children when the teacher has looked at it.
- **Teachers are expected to provide feedback** on certain pieces of work. This can be done through in depth marking, verbal feedback or light touch marking depending on the tasks and work set.
- This should be completed before the next piece of work is given. This will take place on a daily basis during face to face meetings with the children on Google Classroom.
- **Assessment opportunities** such as pre and post checklists, quick quizzes, pulse surveys, pupil and parent questionnaires, data analysis, open ended question tasks will be set to allow age appropriate assessment to take place within subjects.

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

- Children who are not in school or having to self-isolate can keep regular contact through Google Classroom/ Google Meet. They must take part in their class daily register in the morning, check in at lunch and then at the end of the school day. Each class teacher will take a register of attendance and anyone not seen in the live streams will be referred to the DSL or School office for welfare calls and checks.
- If a bubble has been forced to all isolate at home then the teacher will set work, as listed above, through Google Classroom. Daily Google Meet sessions will be set up to provide interaction with the children to support their learning. In the event of this not being possible due to staff illness or technical difficulties another staff member will take the lead on this maintain a minimum 3 x weekly virtual contact.
- **Teachers are available for work between 8:30am and 3:30pm** and would respond to Google Classroom comments or emails from children or parents during these times. It is not expected for them to return emails outside of these times, but they are welcome to do so if they wish.
- Teachers should notify the DSL for any concerns or complaints.
- It is important to ensure that all children have access to Google Classroom and discussions will take place with parents who say that they do not have access or children cannot complete the work.
- Teachers will provide support on how to handle any behavioural issues, such as failing to complete work.

### ➤ **Attending virtual meetings with staff, parents and pupils:**

- Teachers are reminded, that in all virtual meetings / recorded videos, to be appropriately dressed like they are in school. They should also find a space with a neutral background. If this cannot be achieved they are advised against using a background that could give out personal information or cause offence.
- Take part in virtual CPD opportunities.

## **2.2 Teaching assistants**

Teaching assistants must be available between 9am – 3pm, Monday to Friday. During this time they are expected to check work emails and be available when called upon to attend school. 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 assisting with remote learning, teaching assistants are responsible for:

### ➤ **Supporting pupils with learning remotely:**

- When requested by the SENCO or Class teacher
- When asked by the teacher to create content for Google Classroom or practical resources / learning packs.
- Take part in virtual CPD opportunities.

➤ Attending virtual meetings with teachers, parents and pupils:

- Teaching assistants are reminded, that in all virtual meetings / recorded videos, to be appropriately dressed like they are in school. They should also find a space with a neutral background. If this cannot be achieved they are advised against using a background that could give out personal information or cause offence.

### **2.3 Faculty leads**

Alongside their teaching responsibilities, as outlined above, faculty leads are responsible for:

- Monitoring the work set by teachers in their faculty – Review work set weekly on the website
- Evaluate any changes that may need to be made to the curriculum and curriculum overview to allow for the faculty or individual subject to be effectively taught through remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other faculty leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their faculty – hold regular meetings with teachers to discuss work set and expectations within the curriculum.
- Alert teachers to resources they can use to teach their subject remotely.

### **2.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – teachers / teaching assistants to contact DHT with any teaching and learning concerns.
- Monitoring the effectiveness of remote learning – regular meetings with teachers and subject leaders, review and monitor work set on Google Classroom including feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Assess on a weekly basis the quality of any live teaching, video lessons, feedback meetings and will join for full or part sessions if needed.

### **2.5 Designated safeguarding lead**

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- Complete daily / weekly welfare calls to vulnerable pupils and families.

**See the COVID-19 amendments to the Safeguarding and Child Protection Policy**

### **2.6 IT staff (Bowland IT technicians) (BT Lancashire – filtering and management systems)**

Bowland IT staff are responsible for:

- Fixing issues with hardware, supporting school with developing an effective hardware management plan for pupil and staff use.
- Supporting IT lead with acquisition of new digital programmes e.g. soft phone solutions (software for staff to communicate with pupils in multiple places).

BT Lancashire responsible for:

- Netsweeper filtering installation and management along with SIMs data management.

Internal IT lead responsible for

- systems used to set and collect work e.g. Google Classroom.
- helping staff and parents with any technical issues they're experiencing
- All staff are responsible for reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- All staff are responsible for assisting pupils and parents with accessing the internet or devices

## **2.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although it is not expected they are in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- 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 unable to complete work
- Seek help from the school / class teacher if they need it – including listing possible website for help and support (Oak Academy for direct teaching lessons)
- Be respectful when making any complaints or concerns known to staff

## **2.8 Governing board**

The governing board is responsible for:

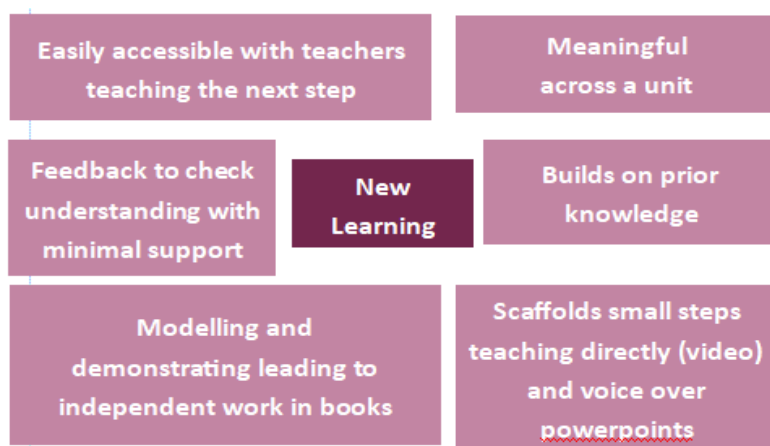
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Approving financial investments in digital technology
- Approving whole school curriculum development and related policies
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

### 3. Effective teaching

Effective teaching and learning is NOT separate from the effective use of technology. Remote learning should be of the same standard as face-to-face learning and the curriculum offered. MUST be coherent with the curriculum delivered in school.

To ensure the same consistency of teaching both in school and at home, we have chosen to use **OAK ACADEMY** lessons for English and wider curriculum lessons and White Rose Maths lessons for supporting teachers with the delivery of mathematics throughout school. In addition to these, staff will pre-record lessons and support children through live feedback sessions timed throughout the day.

- Each lesson will start with a review of learning
- Each lesson will sequential and progressive
- Children will develop their retention and recall of knowledge and skills including 'sticky knowledge'
- Gaps in knowledge will be addressed through targeted objectives and supported with online programmes where learning can be tailored to need e.g Oxford Owl, SATs Companion, mathletics, readiwriter etc.
- All lessons whether live, pre-recorded or Government approved providers eg. Oak Academy will have PACE and be pitched appropriately.
- Assessments are integrated into lessons - Using the features of a multi-functional platform, teachers create regular, pre and post-lesson quizzes, questionnaires, tests etc. Consideration is given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions.
- EYFS pupils will have a range of continuous provision based activities which reflect their curriculum / development matters alongside structured early reading and early maths direct teaching.
- Remote learning will be a blended package between online and paper based learning.



### 4. Who to contact

If children, parents have any questions about remote learning, they should contact the following individuals:

and staff or concerns

- Issues in setting work – contact the relevant class teacher or SENCO Mrs Embley-Peers/ Mr Blackburn (remote learning curriculum and systems)
- Issues with behaviour – talk to Mrs Embley-Peers/ Mr Blackburn
- Issues with IT – contact Mr Blackburn DHT who will contact our IT Support for help Mr Alcock (Bowland IT hardware issues)
- Issues with workload or wellbeing – contact relevant class teacher or Mrs Embley-Peers
- Concerns about data protection – contact Mrs Embley-Peers/ Mr Blackburn
- Concerns about safeguarding – contact the DSL Mrs Embley-Peers ( safeguarding, vulnerable pupil concerns)
- If you do not have sufficient IT devices or wifi / mobile data and need to loan these from school please contact the school office or Mrs Embley-Peers. Direct emails can be found below:

[bursar@mellor.lancs.sch.uk](mailto:bursar@mellor.lancs.sch.uk) [cb@mellor.lancs.sch.uk](mailto:cb@mellor.lancs.sch.uk) [head@mellor.lancs.sch.uk](mailto:head@mellor.lancs.sch.uk)

## 5. Data protection

### 5.1 Accessing personal data

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

- Access data through password protected One Drive and not external hard drives
- Use school devices where possible or home devices using password protected One Drive

### 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, postal addresses and telephone numbers 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. All staff are to use and share their work email address only as this is a public address.

(initials@mellor.lancs.schl.uk)

### 5.3 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

## 6. Safeguarding

The most up to date Safeguarding and Child Protection Policy is always available on the school website.

- Hard copies are held in the staffroom (Safeguarding files)
- Electronic copies emailed to all staff on an annual basis.

## 7. Monitoring arrangements

Remote learning timetables are reviewed by both the Senior Management and the Governing Board. This is done weekly in school and reported to the Governing Board termly, along with the Remote Learning Policy and data analysis. The policy will be reviewed and approved by Curriculum Committee then present to Full Governors on a termly basis.

## 8. Links with other policies

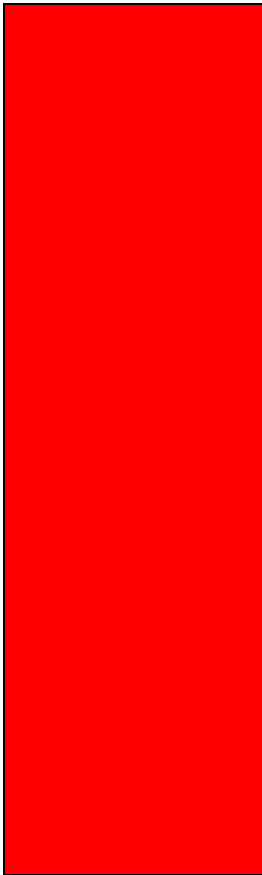
This policy is linked to our:

- Staff Code of Conduct
- Pupil Behaviour policy
- Respecting All policy
- Equality Duty
- SEND policy
- Child protection policy and coronavirus addendum to our child protection policy
- Safeguarding policy
- GDPR / Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Mobile device policy
- Acceptable Use Agreement



## Mellor St Mary CE Primary School: Remote Learning Guide

<u>Level</u>	<u>Explanation</u>	<u>Remote learning expected to take place</u>
<b>LEVEL 1 (Green)</b> <b>Remote Learning Level 1 – Usual homework</b>	This level is when all children are in school and they will access their usual homework online. This will be set by each teacher and follow the normal school homework pattern for each class.	<ul style="list-style-type: none"> <li>• Daily reading at home (home reading book) to an adult</li> <li>• Spellings / Phonics</li> <li>• TT Rockstars/ Mathletics</li> <li>• Themed homework learning log</li> <li>• Optional additional catch up – SATS Companion Year 6</li> </ul>
<b>LEVEL 2 (yellow)</b> <b>Remote Learning Level 2- Isolation due to waiting for a Covid test result/family tested positive but your child is feeling well</b>	This level will apply to children that have been asked to isolate due to waiting for a test result, a member of their household is positive and/or they have been contacted on track and trace.	<ul style="list-style-type: none"> <li>• Teacher will set remote learning activities on Google Classroom.</li> <li>• Usual homework activities : Oxford Owl e reading books to be used.</li> <li>• Visit the bitesize link for home learning for your year group <a href="https://www.bbc.co.uk/bitesize/articles/zknj4xs">https://www.bbc.co.uk/bitesize/articles/zknj4xs</a></li> </ul> <p>PLEASE CHECK THE GOOGLE CLASSROOM PAGE FOR ANY ADDITIONAL INFORMATION</p>
<b>LEVEL 3 (orange)</b> <b>Remote Learning level 3 – Isolation for 10 days (if you are well enough)</b>	This level is for children that have to stay off school for 10 days due to a family member testing positive or for other isolation reasons.	<ul style="list-style-type: none"> <li>• Teacher will set remote learning activities on Google Classroom.</li> <li>• Usual homework activities : Oxford Owl e reading books to be used.</li> <li>• All work should be completed and children will need to complete a full day of schoolwork like they would in school. (3-4 hours)</li> </ul> <p>PLEASE CHECK THE GOOGLE CLASSROOM PAGE FOR ANY ADDITIONAL INFORMATION</p>
<b>LEVEL 4 (Red)</b> <b>Remote Learning Level 4- Isolation of the whole bubble from school or a tier 4 lockdown</b>	All children and the teacher/teaching assistants in that bubble have been sent home to isolate for 10 days or the teachers will be delivering remote learning with key worker and vulnerable children in school.	<ul style="list-style-type: none"> <li>• Teacher will set remote learning activities on Google Classroom.</li> <li>• Oxford Owl e reading books to be used.</li> <li>• Direct teaching sessions will be timetabled 3 x during the school day.</li> <li>• You will log on to Google Classroom each morning between 8.30am -9.00am to register with your class teacher who will share the daily timetable for learning.</li> <li>• A full online sequenced learning programme directed by the class teacher with a mixture of tasks and video teaching with feedback sessions.</li> </ul>



- Staggered daily communication and direction from the class teacher using Google Meet. This will be an opportunity for the children to ask questions, share some ideas and see their friends. The teacher will provide some live teaching / feedback here. A full day of schooling will need to be completed.
- Maths pupil books can be collected from school for Y1-6.
- Weekly games and paper packs will be available for EYFS to support remote learning.
- Paper copies of work can be collected from the office (y1-6) for those who need it.
- School devices and wifi are also available for those children that require them providing you sign the loan agreement.
- Our feedback and marking policy will be adapted during remote learning. Staff will provide verbal feedback to individual as small groups. They will also respond using brief notes, so please read the comments from staff and respond if needed.