

Remote Learning Procedure

September 2020

Kingsway Primary School



1. Aims

This remote learning procedure for staff aims to:

- Ensure consistency in the approach to *remote* and *blended learning* for pupils who are not in school. *Blended learning is where individual pupils learn current class content remotely while the rest of the class are still school based. Remote learning refers to whole bubbles learning from home.*
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available during their normal 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.

Agreed school tools to use:

- Class Dojo is the school's agreed platform to support Remote Learning and communicate with pupils and parents
- Other communication tools including Microsoft Teams, Tapestry and ParentApp Connect messages can be used to support communication with parents.
- Since Class Dojo is available on any digital device, all children's remote work [Years 2-6] should be assigned through this platform.
- Tapestry may also be used to assign tasks to children
- Activities can be sent to the children for them to complete on a daily basis. Children will see a list of activities that they need to complete.
- In EYFS and Year 1, Tapestry will be used for learning to be communicated by parents.

Blended Learning	Remote Learning
<ul style="list-style-type: none"> • For the first 2 days, a bank of work will be accessible from the school website. This will consist of activities that revisit prior learning. • After 48 hours of absence/isolating, current class learning will be supplied via Class Dojo. This could also include teaching/input videos to support content. 	<ul style="list-style-type: none"> • A daily recorded introduction to the day's tasks/activities. • Three lessons/activities a day. At least one of these should include a teaching/input video to support content. • Paper based material should be available for children with no access to digital

<ul style="list-style-type: none"> Paper based material should be available for children with no access to digital devices at home (the admin staff will supply a list of pupils to every class teacher) In support of physical well-being, teachers will provide a list of suggested tasks to keep active. Teacher will provide a suggested timetable to support structure of the day at home. Teachers will record home learning provision on the school server (T/2019-20+/School organisation/Coronavirus/Learning at home). 	<p>devices at home (the admin staff will supply a list of pupils to every class teacher)</p> <ul style="list-style-type: none"> In support of physical well-being, teachers will provide a list of suggested tasks to keep active. Teacher will provide a suggested timetable to support structure of the day at home.
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When providing remote learning, teachers are responsible for:

Setting work:

Expectations for work being set:

Isolation of	EYFS	KS1	KS2
Agreed school tools	Tapestry Class Dojo	Tapestry Class Dojo	Class Dojo
All children have access to Rising Stars Reading Task activities. Log ins were provided previously but can be reissued			
Single pupil/s	Maths task Phonics task Theme related activity for the week	Pack created online or paper that includes: Phonics Maths fluency Maths and English task Class tasks will be reproduced for home learning	Daily Maths and English activities (sometimes with videos to support). One other activity from foundation subjects in class that day.
A class or year group bubble 30/60 pupils	Phonics session video Maths session video Uploaded story Daily theme related task	Videos of Phonic games Maths and English tasks PowerPoints with details for phonics, fluency tasks and foundation subjects Bank of websites supplied to pupils	Daily Maths and English tasks with Teacher video introductions One foundation subject activity following the year group curriculum plans
Whole school tier 4 lockdown	As above	As above	As above

Providing feedback on work:

- Children will submit 3 pieces of work daily
- Pupils to receive at least one piece of individual feedback each day.
- Procedures for submission and feedback on paper-based learning will be decided on an individual pupil level.

Keeping in touch with pupils who are not in school and their parents:

- Pupils are expected to make regular contact with teachers using the agreed digital tools (this may be via parents for the younger pupils)
- Teachers should be available during their agreed working hours to answer emails and messages from parents and pupils – teachers will be available for contact and email response no earlier than 8.30 am and no later than 5.30pm; core working hours will remain between 9.00am and 4pm. It is recognised that, as per teachers' requirements, planning, preparation, marking and assessment may take place outside of these hours.
- PPA: teachers will not have designated PPA time as they are not directly teaching for much of the week.
- For any safeguarding concerns, refer to the section below.
- For any behavioural issues, such as failing to complete work, teachers must contact pupils and their parents to ensure they do not have any IT related issues in regard to submitting work.
- For pupils who are isolating for more than 10 days, communication will be established between them and the class.

On return to school, pupils will be welcomed by Return to School Buddies who will update them on learning covered in their absence. The buddies will also ask them questions about their experience of home learning. Parents will be provided with a link via the school app to feedback on their home learning experience.

2.2 Teaching Partners

When assisting with remote learning, teaching partners should be available during their work hours.

When assisting with remote learning, teaching partners are responsible for supporting the teacher in supporting the children's learning.

When a single child is isolating in a class, the teaching partner will contact the pupil to confirm instructions for the day and answer any questions through a phone call.

Teaching Partners will be allocated a list of children to make contact with via class dojo or phone (school supplied mobiles).

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.

SEN 1:1 Teaching Partners will ensure their designated child is able to access the work set and offer support to them as required.

Assigned Teaching Partners will be responsible for recording a story at least once a week

2.3 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Completing a survey to determine the children’s accessibility of digital devices at home including appropriate internet access via the PA Connect App.
- Co-ordinating the remote learning approach across the school ensuring it is consistent.
- Monitoring the effectiveness of remote learning – by determining pupil engagement and through regular meetings with teachers by reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensure weekly remote assembly for children who are at home.
- SENDCo to co-ordinate contact for 1:1 SEND with EHCP children/families
- CIN/CP children/families to receive daily contact from an adult.
- Maintaining regular contact with staff to support well-being.

2.4 Designated Safeguarding Lead

Refer to safeguarding policy.

2.5 Pupils and parents

Staff can expect pupils and parents learning remotely to:

- Complete work to the deadline set by teachers and return it via the agreed platform to the class teacher
- 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 can’t complete work.
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they’re struggling.
- Be respectful when making any concerns known to staff.
- Be mindful of staff working hours when expecting responses to questions or queries.
- Use the correct methods of communication when contacting staff.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant phase leader or SENCO: senco@kingsway.gloucs.sch.uk
- Issues with behaviour – talk to the relevant phase leader or DHT/HT: head@kingsway.gloucs.sch.uk
- Issues with IT – talk to School Business manager: finance@kingsway.gloucs.sch.uk
- Issues with their own workload or wellbeing – talk to phase leader or DHT/HT: head@kingsway.gloucs.sch.uk
- Concerns about data protection – talk to the Business Manager/DHT/HT: finance@kingsway.gloucs.sch.uk
- Concerns about safeguarding – talk to a member of the safeguarding team: lmentor@kingsway.gloucs.sch.uk

4. Data protection

4.1 Accessing personal data

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

- Need to use outlook with their **@kingsway.gloucs.sch.uk** email addresses.
- Need to use Microsoft Teams for meetings that **could contain confidential content**
- Zoom can be used for any meetings that **contain non-confidential information**

4.2 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

5. Safeguarding

Refer to the safeguarding policy.

6. Monitoring arrangements

The procedures will be monitored by the Governors via the Head Teacher report.

7. Links with other policies

This policy is linked to the schools:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

8. Rationale

We want to ensure we utilise the power of technology and the power of the teacher in-person to give students new opportunities for students to develop themselves.

EEF reports and guidance ¹ heavily underpins this policy as is underpinned by these principles:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, particularly for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different tasks and types of content.

Updated:

- December 2020