Colville Primary Remote Learning Policy

1. Aims

This Remote Education Policy aims to:

- Outline our approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of high quality resources
- Provide clear expectations for members of the school community with regards to delivering high quality remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning in new contexts
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that there are tools which can enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that all pupils can access the resources regardless of circumstance
- Ensure that both student and staff's mental and physical health and wellbeing are central to our home learning procedures

2. Who is this policy applicable to?

- Children who are 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. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Children who are unable to attend due to national or local school closures

3. Resources

Resources to deliver this Remote Education Plan include:

- Online tools and school subscriptions for EYFS/KS1/KS2 including the 'Starz' and 'Tapestry' learning and communication platforms.
- Information for parents through newsletters, direct communication and the school website.
- Printed learning packs containing all resources needed for closure of bubble
- Books and other physical learning materials related to whole class reads as part of the learning packs.

The detailed remote learning planning and resources to deliver this policy will be contained in the physical pack itself. Pupils will either take this pack home from school should the bubble be closed while they are at school, or it will be delivered to their home address by a member of the school staff should the bubble be closed outside of school hours. A summary of the video content and interactive links (website hyperlinks) will be posted on the website for the relevant bubble's class page (https://colville-primary-school.secure-primarysite.net/class-pages). The content, structure and amount of work differs across the year groups and key stages to effectively mirror the work undertaken in school. The amount of provision broadly matches the expectation of work that would be completed on a normal school day. For example, in the event of a year 5 bubble closure, pupils will be provided with at least 5 hours per week of English and 5 hours of Mathematics. This mimics our in school timetabling of one hour a day for each of those core subject.

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by accurate assessment for learning
- Planning will address key areas of development identified in initial standardised assessments
- Pupils will study a broad range of subjects, including Science, Topic, English, Maths, Physical Education and PSHE
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning in new and different contexts
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'; for example there will be practical tasks and activities in science, art and Design Technology
- Staff will have the training they need to provide online learning safely, making use of the school's esafety resources and the Acceptable Use policy for pupils and staff
- All pupils will have access to the resources they need to learn. We will ensure this by providing physical packs to all pupils regardless of need and ensuring that the remote learning is not overly reliant on access to digital media.

- In the packs all our teachers have communicated the purpose of activities and their success criteria for pupils. Teachers and TAs can 'check in' with pupils to assess their learning and provide feedback using the VLE and/or telephone conversations.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working. For example, explicitly teaching how to navigate and use Mathletics in school.
- SEND will not be a barrier to accessing the curriculum at home, because the school will provide targeted and differentiated learning where necessary.
- COVID catch-up funding will be used effectively to deliver home learning remotely. This could be through the use of software or hardware procurement and/or additional physical resources for the home learning packs.
- Staff workload will be managed through a recognition that bubble closure due to COVID 19 has the potential to be very challenging for staff mental health. Thorough forward planning is in place to ensure that disruption to wellbeing and/or pressure on staff workload is minimal in the event of bubble closure.
- Leaders will measure engagement in remote learning through a variety of means. This will look different in practice across the school but can include telephone communications, analysing uptake data on third party software and looking at electronic records of pupil work.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide parents with clear routes to seek assistance and dialogue about their child's home learning.

Resources will be shared with pupils and parents in both physical and electronic form.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible. We will provide advice and support for parents who require it.

Should parents be unable to access online work for any reason, they should contact the school office at office@colville.cambs.sch.uk so that other arrangements can be made.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should support the AUP and ensure their children are using technology safely. Parents with a concern about their child's use of technology or wishing to discuss any potential breaches of it should contact the school leadership team using the office address.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely

- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

When providing remote learning, teachers are responsible for:

- Setting work:
    - Teachers will set work for the pupils in their bubble
    - The work set should follow the agreed timetable for the class, broadly imitating the timings of lessons completed in school.
    - Teachers will set work and contain it in a physical pack in event of bubble closure. In other cases work may be communicated electronically or in physical form.
- Providing feedback on work:
    - All work will be marked and discussed with the pupils on their return to school after the bubble closure period/isolation.
- Keeping in touch with pupils who aren't in school and their parents:
    - Teachers (who are physically and mentally well) are available for pupils to contact via our online VLEs and/or electronic communication.
    - Teachers can access support from Senior Leaders (including Designated Safeguarding Leads) in the event of lack of pupil engagement, concerns around a child, content delivery and or other concerns about home learning.

Teaching Assistants

During the school day, teaching assistants (who are physically and mentally well) must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents

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.

The SENCO and Speech and Language Manager

The SENCO and Speech and Language Manager are responsible for:

- 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
- Identifying the level of support required by pupils

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, using the appropriate pathways
- Complete work to the best of their ability
- Take care of their work so it can be returned to school in a suitable state
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Support their children in their reading as far as they are able, so that they continue to read their home reading book
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their child
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers using the communication pathways set out in the home learning packs

Governing Body

The governing body 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. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

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

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training in September 2020.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Links with other policies

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy

These are available online at https://colville-primary-school.secure-primarysite.net/ or from the school office using office@colville.cambs.sch.uk