

# King Edwin Primary School

## Remote Learning Strategy 2020



## King Edwin Primary School

King Edwin Primary School proudly serves the children within the community and continuously strives to deliver the best possible educational opportunities no matter what barriers are placed in our path. We aim to ensure that all children continue to receive not only a broad and balanced curriculum but their full educational entitlement. Regardless of any lockdown measures put in place and physical barriers that challenge the normal delivery of education, our school will ensure that solutions are found during this ongoing pandemic.

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### 1. Aims

This remote learning strategy aims to ensure consistency in the approach to remote learning for pupils who aren't in School and set out expectations for all members of the school community with regards to remote learning. The strategy also provides appropriate guidelines for data protection and child protection.

### 2. Roles and responsibilities

It is vitally important to recognise that the school has outlined 4 Tiers of Remote Learning which will require staff, pupils and parents to adopt different approaches for each situation, should they arise. A definition of each Tier is given below.

<b>Tier 1</b> Selfisolating or waiting for test result (up to 14 days)	<b>Tier 2</b> Shielding for a length of time	<b>Tier 3</b> Full Class closure or bubblePop	<b>Tier 4</b> Local Lockdown – whole school closed.
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The Headteacher and Deputy Headteacher are the overriding leads in ensuring that the Remote Learning Strategy is implemented fully and reviewed in a timely fashion.

Alongside this they will take overall responsibility for the welfare and safety of pupils through their DSL role.

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## 2.1 Teachers

Each of Tiers 1-4 have different requirements of the class teacher - their interactions and support will vary. In Tier 1 and 2 class teachers are required to carry out their full time teaching responsibilities, as well as support children with Remote Learning. As a school we need to be mindful and supportive of their work load, hence the reason they will provide minimal feedback in Tier 1 cases and weekly feedback in Tier 2.

All remote learning must take place in line with the requirements set out in our main school policies.

The school will do its utmost to support staff in delivering effective remote learning opportunities to pupils. The school will engage proactively with and recognise the individual circumstances of each staff member to ensure they have the right support and approach that enables them to effectively deliver remote learning.

Staff will recognise that all family situations are unique and to that end so are our pupils' ages and abilities; needs and circumstances, as well as access to online resources either due to lack of hardware or lack of internet access.

The school will urge teaching staff to consider:

- **Making remote learning manageable:** not overwhelming parents with lots of activities; pages of tasks or things to print, just ask them to do what they can.
- **Remembering: parents aren't teachers;** so not to set the same activities you'd expect pupils to complete in school – as in most cases they won't have the same level of adult support.
- **Adapting your usual timetable and curriculum,** but keep some routines to help structure the day at home, and so that parents know what to expect. (E.g. suggesting that children do English and Maths activities in the morning and creative activities in the afternoon).
- **Setting work that pupils can do independently, with materials they're likely to have at home:** try to set some activities that aren't always dependent on technology.
- **Flexibility:** making it clear to parents that work and timetables are "suggested" and that pupils won't be in trouble if work isn't completed, or handed in on time.
- **Your class's context and their needs:** if you know there will be many children with siblings and all needing to access online resources this can be unmanageable.
- **Specific requirements of each Tier** – Children and staff should not be expected to 'work/learn' when they are too ill to do so

## 2.2 Tiers

### Tier 1

Parents are asked to follow the elements outlined below.

#### Tier 1 – Self Isolating or waiting for test result – up to 14 days.

Parents to contact class teacher via email for a steer on the areas being covered in the short term. Parents are then asked to read the class pages on our website which outlines what is being covered in each term.

Teachers will offer some guidance and support through our TEAMS platform.

Parents are asked to utilise the following:

- Doodle Maths and Doodle English
- Time Tables Rock Stars
- Purple Mash
- Oak Academy – see link <https://classroom.thenational.academy>
- White Rose Maths – for Maths <https://whiterosemaths.com/homelearning/>
- Relevant Spellings/Home Learning which are already provided

**\*Please note Specific feedback may not be provided.**

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### Tier 2

Parents are asked to contact the Class teacher in the first instance who will arrange a brief TEAMS meeting to discuss specific requirements.

<b>Tier 2 – Shielding for a length of time</b>
<p style="color: green;">Please contact class teacher – via email at first and make a TEAMS appointment.</p> <p style="color: green;">Alongside the class teacher parents will create an outline plan which may consist of any, or all, of the following:</p> <ul style="list-style-type: none"> <li>- Doodle Maths and Doodle English</li> <li>- Time Tables Rock Stars</li> <li>- Purple Mash</li> <li>- Oak Academy – see link <a href="https://classroom.thenational.academy">https://classroom.thenational.academy</a></li> <li>- White Rose Maths – for Maths <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a></li> <li>- Relevant Spellings/Home Learning which is already provided</li> <li>- In some cases it may be possible and appropriate for live sessions to be dialled into via an audio stream or screen share</li> <li>- Teachers will check in with child once a week to give verbal feedback regarding their learning – via TEAMS, in liaison with the parents.</li> </ul>

### Tiers 3 and 4

In both Tier 3 and 4 situations class teachers will provide a weekly overview of the activities that are being set for the following week by 5pm the Friday before. This will enable parents to have an overview of each day and what to expect.

<b>Tier 3 – Full class closure/Bubble Pop</b>	<b>Tier 4 – Local Lockdown – whole school closed</b>
<p style="color: red;">In the event of whole class self isolation – including staff, the following will be provided either by the class teacher or cover (HLTA).</p> <ul style="list-style-type: none"> <li>- Set at least 3 daily tasks (One English and Maths and one other) The class teacher should provide pupils with an outline of the day – with tasks focussed on: English (reading, phonics, writing) and Maths followed by an additional non-core subject activity task.</li> <li>- Provide an introduction to the daily tasks being set via TEAMS.</li> <li>- Some feedback will be provided to written work that has been submitted and self-marking will also be adopted where appropriate.</li> <li>- Doodle Maths, Doodle English, Phonics Play, Purple Mash, TTRS etc. may be used.</li> <li>- White Rose Maths and the Oak Academy may also be used if appropriate.</li> <li>- Registers will be taken of all those attending on the morning TEAMS session. Those absent will receive a welfare call.</li> </ul>	<p>In the event of a whole school closure the following will be provided by the class teacher – unless they are unwell. A HLTA/senior leader may cover the teacher if necessary.</p> <ul style="list-style-type: none"> <li>- Set at least 3 daily tasks (One English and Maths and one other) The class teacher should provide pupils with an outline of the day – with tasks focussed on: English (reading, phonics, writing) and Maths followed by an additional non core subject activity task.</li> <li>- Provide an introduction to the daily tasks being set – via TEAMS.</li> <li>- Some feedback will be provided to written work that has been submitted and self-marking will also be adopted where appropriate.</li> <li>- Doodle Maths, Doodle English, Phonics Play, Purple Mash, TTRS etc. may be used.</li> <li>- White Rose Maths and the Oak Academy may also be used if appropriate.</li> <li>- Register will be taken of all those attending on TEAMS.</li> <li>- Weekly check ins will take place – Class teachers to use a TEAMS audio call and speak to pupils and or parents.</li> <li>- Additional calls from SLT may be made.</li> <li>- Whole school activities maybe added into the weekly schedule such as assemblies, quizzes and virtual tours.</li> <li>- Additional sessions maybe provided by other teachers such as language sessions, virtual Forest School etc.</li> </ul>

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When providing remote learning Tier 3 & 4, teachers must be available between 9am and 3pm.

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 and provide any relevant planning/links for virtual learning to the Headteacher.

When providing remote learning, teachers are expected to:

- Ensure that all school policies are followed throughout all interactions with pupils and record any concerns using CPOMS.
- Remain vigilant to the safety and welfare of pupils who are not in school and who are part of remote learning and inform DSL of any concerns in line with normal procedures.
- Set work focussing on: Providing pupils with an outline of the day setting 3 activities – with tasks focused on: English (reading, phonics, writing) and Maths followed by an additional non-core subject activity task.
- Utilise pre-existing resources such as – Doodle Maths & English, Purple Mash, White Rose Maths, Oak Academy and provide a mixture of online and offline activities
- Co-ordinate with other teachers, including those teaching in school if applicable, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Provide feedback on work that they receive – all work should be shared with the class teacher on TEAMS (maybe one note, assignments or simply sharing a file) for feedback between the hours set each day. Feedback will vary depending on the circumstances in which remote learning is occurring. Work sent to the teacher outside of this window may not have feedback.
- Keeping in touch with pupils who aren't in school and their parents
- Contact should be made through TEAMS and more formally through email – in agreement with the senior leaders
- Contact and response should only be made within working hours – staff should not be answering emails/TEAMS messages outside of working hours 8:30-4:30pm Monday to Friday.
- Concerns regarding behaviours should be shared with senior leaders
- When attending virtual meetings with staff, parents and pupils:
  - o Dress code – should be professional and in line with Staff Code of Conduct.
  - o Locations – bedrooms should not be used and other members of the household should not be present. A neutral backdrop if possible.
  - o Audio and or visual meetings are both appropriate in virtual meetings

### 2.3 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am – 3pm.

All teaching assistants and apprentices are highly valued at King Edwin Primary School. They are essential to our team and are treated equally to all teachers. It is recognised that they have in some cases less responsibility however, their value to the school is immense and as such their full presence during any lock down is vital. 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 in a Tier 3 or 4 situation, teaching assistants are responsible for:

- Attending all TEAMS meetings with pupils as an introduction to learning, observing how pupils present and which pupils are absent.
- Attending virtual meetings with teachers, parents and pupils in line with the requirements above.
- Teaching assistants may be required to assist with any other reasonable redeployment in the event of lockdown measures.

### 2.4 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for: \_\_\_\_\_

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- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject 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 subject – Analysing samples of planning which should be saved on the Shared Area.
- Alerting teachers to resources they can use to teach their subject remotely.

### 2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through:
  - o Regular feedback meetings with parents/pupils and regular staff meetings with teachers and subject leaders.
  - o Analysis of planning and inputs that are given to pupils on TEAMS.
  - o Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
  - o Ensuring children with SEND have appropriate support

### 2.6 Designated Safeguarding Lead

The DSL is responsible for all elements outlined in the Child Protection/Safeguarding Policy to ensure that the welfare of all pupils is paramount at all times. This will include:

- Ensuring staff are up to date with any relevant updates/training.
- Ensuring staff are utilising CPOMS and responding to concerns regarding children's safety and welfare.
- Following up and analysing attendance of pupils – investigating non attendance at meetings.
- Ensuring staff are able to make contact with parents/pupils in a safe fashion.
- Ensuring staff follow the AUP and Online Safety Policy.
- Liaising with external support providers – Social Services and Early Help
- Meeting virtually with Deputy DSLs to discuss concerns and cases open to external services.

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable via parents during the school day in case of emergencies– in the case of a Tier 4 lock down teachers will be given a time slot to provide pupils with an input, so that in the case of multiple siblings all pupils can participate.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are not able to complete work.

Staff can expect parents with children learning remotely to:

- Make school aware if their child is sick or otherwise can't complete work.
- Support their child with their learning.
- Send children's work to their child's class teacher within the time slot that has been given.
- Contact staff within working hours 8:30am – 4:30pm seeking help from school if required.

## 2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains high quality
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## 3.0 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 subject lead or SENCO.
- Issues with behaviour – talk to a member of the SLT.
- Issues with IT – talk to HT and or IT Lead.
- Issues with their own workload or wellbeing – talk to SLT.
- Concerns about data protection – talk to HT and/or DPO DHT.
- Concerns about safeguarding – talk to the DSL and/or DDSL

## 4.0 Data protection

### 4.1 Accessing personal data

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

- Liaise with the HT/Office Administrator to send appropriate messages to parents regarding Remote Learning via School Comms – including daily/weekly invites to sessions and any appropriate updates.
- Use school supplied devices at all times, unless there is a malfunction.
- Use school software and online facilities.

## 4.2 Processing personal data

- Staff may need to collect and/or share personal data such as email addresses as part of remote learning
- As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.
- Staff are reminded to collect and/or share as little personal data as possible.

## 2.3 Keeping devices secure

All staff 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.
- Keeping operating systems up to date – always install the latest updates.

## 3.0 Safeguarding

Staff should adhere to the full requirements of the Safeguarding, Online, AUP, Staff Conduct Policies.

Staff should remain vigilant during periods of remote learning in the following ways:

- Children in Tier 1 – office will carry out first day calling to see how children and family are on a daily basis.
- Children in Tier 2 – teacher will liaise with parent and ask to speak to child/see child on a weekly basis.
- Children in Tier 3 – TA will take a register of all those attending TEAM meetings. Those absent will receive a check in call.
- Children in Tier 4 – teacher will undertake a weekly check in to talk to all members of the class – parents and pupils. SENCO/SLT will carry out additional check ins with vulnerable children and families.

## 6. Hard Copies

Parents will be able to request hard copies of remote learning in the event that they are unable to access school online remote learning. A request for hard copies will need to be made by emailing the class teacher directly.

Technology will be offered if appropriate - enabling engagement in remote learning.

Due to the time it takes to produce hard copies, a record will be made of those parents who do not collect the work set.

If work is not collected for two successive weeks, the RLL or SL will contact parents to support them moving forward with a resolution if work continues not to be collected it will no longer be offered.

## 7. Monitoring arrangements

This strategy will be reviewed within the first month of a Tier 4 Remote Learning lockdown, or within the first three months by the SLT.

## 8. Links with other policies

This strategy is linked to our:

- Behaviour policy
- Child Protection Policy and coronavirus addendum to our child protection policy
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- Online and Acceptable Use Policies
- Online safety policy

