Pirton Hill Primary School
Remote Learning Policy (Autumn 2020)

Originated by: SLT
Review date: Autumn 2021

1. Overarching Values

Expect:
*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

Believe:
*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

Achieve:
*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

Enjoy:
*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school;
- Set out expectations for all members of the school community with regards to remote learning;
- Provide appropriate guidelines for data protection;
- Meet the expectations outlined in the DfE guidance for the full reopening of schools
  https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res

2. Attendance Expectations

2.1 Teaching Staff (*inc. Teachers, HLTAs, Teaching Assistants*)

2.1.1 If teaching staff (T*eachers / HTLAs*) are isolating, but well, they must continue to teach to the timetable below (*see 4.3*). Teaching Assistants must be available during their normal, contracted working hours to support remote learning.

2.1.2 If a member of staff is 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.

2.2 Children

2.2.1 If a pupil is isolating, but well, they must continue to access learning in line with the timetable below (*see 4.3*).

2.2.2 If a child is unwell, the sickness should be reported using the normal school procedures (Weduc message or a phone call to the school office).

3. Planning for Remote Learning

3.1 The school recognises that there is a requirement to ensure that staff, children and parents / carers are adequately prepared for remote learning.

3.2 In developing this policy, the school considered a number of factors including the context of the school and the age of the children. As part of this preparation, the school conducted a parental survey (Autumn 2020). This showed that:
- 78% of pupils have individual or shared access to an internet-connected device (laptop or tablet) at home; *and*
- 86% of pupils have access to a broadband internet connection at home.

3.3 The school recognises that, for remote learning to be effective, the following need to be in place:
- Online, secure learning environment set up [inc. usernames, passwords and email addresses for all staff (mrsmith@pirtonhill.co.uk) and all children (xxxxxxx@pirtonhill.co.uk)]. Email addresses to be organised into Class Groups (*e.g. 3R*);
- Access to high quality training/ support for teaching staff (inc. TAs) on using the technology;
- Staff access to suitable devices and a reliable internet connection;
- Children (*particularly Key Stage 2*) to have received some training on how to access the online learning environment (*to access live, online sessions and independent learning activities)*;
- Step-by-step guidance on the school website for parents / carers to allow them to support their child when accessing live, online sessions and independent learning activities; completing and 'turning in' work and receiving feedback.

4. Whole Class "Bubble" Remote Learning

4.1 When providing remote learning for a whole class "bubble", teachers / HLTAs must be available between 9.00am and 3.30pm, excluding lunchtime, on their contracted working days.

4.2 The Daily Timetable is shown below and includes a range of learning strategies:

	Type of Session	What this will look like
	Children to access a "live" teaching session followed by completing and submitting ('turning in') a learning activity	Children will access a live, online session led by a member of the teaching staff (usually 10 – 20mins). Following this they will complete and 'turn in' a task. *Some children, might stay in the live, online session for a little longer to get some extra help or may be invited to an additional live session for some individual support or to hear them read (either from a teacher or TA)*
	Children to independently complete the curriculum learning activity	Children will be given a task to complete (possibly over a number of days). This may involve research or watching an online video and completing a piece of work / project based on the theme.
	Pre-recorded PE activity	Children following the given link to an online, pre-recorded PE activity. This will be independent.
	Break / Lunch Slots	Children having a break, a snack / lunch and using the toilet!

4.3 Daily Timetable:

In addition to the normal, expected daily home reading and daily access to Numbots (Year 1) or TT Rockstars (Year 2 – Year 6) [approximately 15 minutes of each per day], the daily remote learning timetable is shown below:

Nursery and Reception		Year 1 – Year 6	
9.00 – 9.30am	Phonics	9.00 – 10.00am	English
9.30 – 10.30am	English Focus	10.00 – 11.00am	Maths
10.30 – 11.00am	Break	11.00 – 11.30am	Break
11.00 – 11.45pm	Maths Focus	11.30 – 12.00pm	Phonics / Grammar
11.45 – 12.00pm	Story	12.00 – 12.15pm	Story / Reading Comprehension
12.00 – 1.00pm	Lunch	12.15 – 1.00pm	Lunch
1.00 – 2.30pm (Reception Only) (Mon – Thurs only*)	Independent Curriculum Learning	1.00 – 2.30pm (Mon – Thurs only*)	Independent Curriculum Learning
2.30 – 3.00pm (Reception Only) (Mon – Thurs only*)	PE Activity	2.30 – 3.00pm (Mon – Thurs only*)	PE Activity

* All teaching activities will finish by 12.15pm on a Friday to provide teaching staff with their Planning, Preparation and Assessment time.

4.4 Expectations

4.4.1 Teachers / HLTAs

When providing remote learning for a whole class "bubble", teachers / HLTAs are responsible for:

- Providing sufficient reading resources and an exercise book for children to use at home (when required) if children are in school when a class "bubble" is closed. *This will not be possible if a class "bubble" closes overnight, over a weekend or holiday period*;
- Planning live, online sessions and independent work for their class / year group – including differentiated tasks, where required. *The focus of this learning should mirror the curriculum objectives that would have been taught if the children had been in school and, as far as possible, follow the Pirton Hill approach to the subject (e.g. Talk for Writing for English)*;
- Teaching the live, online sessions identified on the timetable above (highlighted green). *The live section of the lesson will usually be 10-20 minutes in length, although this may vary depending on the subject being taught and the age of the children;*
- Teaching from a suitable and quiet area (*with a neutral background and where nothing personal or inappropriate can be seen*) with minimal interruptions and following the school dress code;
- Following the live, online session, stay online with any children who require additional teaching / scaffolding before continuing to independent application;
- Acknowledging work 'turned in' by pupils and providing feedback (via email), as required. *Not all work will require detailed feedback from staff* (*see Written Feedback Policy*). This will usually be during the afternoon sessions but should be returned to pupils on the same day;
- Uploading the work (*including links for the "live", online sessions*) for the following day by 3.30pm. *For part-time teachers, this is the responsibility of the teacher working on that day, not the teacher delivering the teaching sessions the following day;*
- Addressing inappropriate behaviour, or safeguarding concerns, during live, online sessions the through normal school procedures;

- Responding to emails / Weduc messages from children / parents during working hours (9.00am – 3.30pm);
- Maintaining a daily register of those who attended live, online sessions or 'turned in' work
- Following up with parent / carer failure to attend live, online sessions or 'turn in' work, and recording on CPOMs. *If this becomes frequent, the Family Workers should be informed (via email) – who will follow this up and record on CPOMS.*

4.4.2 Teaching Assistants

When required to assist with remote learning, teaching assistants will be expected to support pupils who are not in school with learning remotely by:

- Supporting the planning of live, online sessions and independent work for the class, group or child that they work with, where required;
- Supporting the teaching of the live, online sessions identified on the timetable above (highlighted green)*;*
- Supporting the teaching from a quiet area (*with a neutral background and where nothing personal or inappropriate can be seen*) with minimal interruptions and following the school dress code;
- Setting up live, online sessions for individual pupils to listen to reading or complete an independent activity, as directed by the teacher or phase leader;
- Following the live, online session, stay online with any children who require additional teaching / scaffolding before continuing to independent application;
- Addressing inappropriate behaviour, or safeguarding concerns, during live, online sessions the through normal school procedures; *and*
- Participating in virtual CPD.

4.4.3 Children

Pupils are expected to:

- Access the "live", online sessions (*in line with daily timetable*) – *available 5 minutes before the timetabled start time*
- Complete and submit ('turn in') work following a "live", online session – before 12.30pm on the day
- Complete and 'turn in' independent, curriculum work by the deadline set by teachers
- Read and respond to feedback from their teacher
- Seek help if they need it, either during "live", online sessions or by emailing the class teacher (e.g. MrSmith@pirtonhill.co.uk)
- Behave in line with the Pirton Hill Behaviour Policy

4.4.4 Parents / Carers

Parents / carers with children learning remotely are expected to:

- Provide a suitable and quiet space for their child to access and complete their learning
- Support their child to access, complete and submit ('turn in') work in line with the daily timetable
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it (*including issues with accessing the work*)
- Be respectful when making any complaints or concerns known to staff
- Be available to answer phone call from the school or member of teaching staff (this may show as a private number or withheld number) or respond to messages via Weduc (9.00am – 3.00pm)

5. Individual Child Isolating

5.1 When an individual child is isolating, the following challenges are recognised:

- teachers will be in school, teaching the remainder of the class during the working day;
- due to the current restrictions, all teaching staff (teachers, HLTAs and Teaching Assistants) are allocated to a class "bubble" and have a timetabled commitment; *and*
- individual children are likely to start and end periods of isolation at different times.

5.2 When an individual child is isolating, in addition to the child completing the normal, expected daily home reading and daily access to Numbots (Year 1) or TT Rockstars (Year 2 – Year 6) [approximately 15 minutes of each per day], the school will continue to signpost the parent / carer to online learning (e.g. https://www.thenational.academy/) to support home learning.

5.3 Where relevant, the child's class teacher may send home (via Weduc) any activities which have been completed at school that can be completed at home without any teaching input (*e.g. spellings, arithmetic or handwriting*).

5.4 If the child / parent / carer has any issues with accessing or completing the learning, they should contact the class teacher via Weduc. The class teacher will respond as soon as it is possible to do so, within their normal working hours.

6. Other roles and Responsibilities

6.1 Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent;
- Monitoring the remote work set by teachers in their subject to ensure for high expectations by reviewing work set;
- Alerting teachers to resources they can use to teach their subject remotely.

6.2 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring that a member of teaching staff is allocated to set, lead and respond to remote learning, in the event of the teacher is unable to work for any reason (see 2.1.2)
- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

6.3 Family Workers / Designated Safeguarding Lead

In addition, the responsibilities outlined in the Safeguarding Policy and Addendum, the Family Workers responsible for:

- Weekly contact with individual children / families who are self-isolating, unless the child is deemed vulnerable and then this contact will be at least twice during a week
- E-Safety messages to parents and pupils
- Following up with parents / carers when notified by the teaching staff of sustained, non-engagement with remote learning

- Following up on reported safeguarding concerns by staff, parents or pupils, recording on CPOMS and sharing with DSL / SLT
- Attending virtual meetings with children, parents and/or carers. Where this is required, the Family Workers will ensure that the meetings take place in a suitable and quiet area (*with a neutral background and where nothing personal or inappropriate can be seen*) with minimal interruptions and that they are following the school dress code

6.4 IT Technician

The IT Technician is responsible for:

- Fixing issues with systems used to set and collect work
- Commissioning any additional devices by the DfE, or donated to school, to support remote learning
- Supporting staff to support parents / carers with technical IT issues they may experience
- Supporting the Business and Resources Manager to review the security of remote learning systems and highlight any data protection breaches to the data protection officer

6.5 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. School Contacts

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

- Issues in setting work – talk to their Phase Leader or the Headteacher
- Issues with behaviour – talk to their Phase Leader or the Deputy Headteacher
- Issues with IT – talk to the Business and Resources Manager (Susan Burton) or IT Technician (Naveed Ghani)
- Issues with their own workload or wellbeing – talk to their Phase Leader or the Headteacher
- Concerns about data protection – talk to the Business and Resources Manager (Susan Burton)
- Concerns about safeguarding – talk to the Family Workers (Gill Kent or Theresa Burton) or the DSL (Cristelle Ellis)

8. Data Protection

8.1 Accessing Personal Data

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

- Use cloud based services which are protected by the server
- Use school devices to teach the live, online sessions; set work; receive and respond to emails from pupils / parents / carers and access data

8.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online. Refer to the GDPR school policy.

8.3 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
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Not installing additional antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- If devices are lost or stolen, then the Business and Resource Manager (Susan Burton) must be informed immediately
- External personal hard drives are not to be used on school devices

9. Safeguarding

9.1 Refer to, read and apply the Safeguarding Policy.

9.2 If any concerns arise, refer to a Family Worker (or the DSL) in the first instance via a telephone call, ensuring that the information is recorded on CPOMs.

10. Monitoring Arrangements

10.1 This policy will be reviewed annually by the Senior Leadership Team.

10.2 At every review, it will be approved by the Quality of Education Committee of the Governing Body.

11. Links with Other Policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection / GDPR policy
- Home-school agreement
- ICT and internet acceptable use policy
- SEND policy
- Teaching and Learning policy
- Written Feedback (Marking) policy