



Princess May Primary School

Remote Learning Policy

Revised September 2020

This policy outlines the organisation and expectations for this subject at Princess May Primary School.

The implementation of this policy is the responsibility of all staff.

Respect



Determination



Empathy



Responsibility



Aspiration





Our Commitment to Staff

Staff



Foster and develop the highest standards of teaching through high quality professional development

Nurture and secure leadership talent to lead the future

Recognise and reward the commitment of all staff



Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

Our Strategic Priorities

Enrich the curriculum to maximise opportunities for children to develop their talents and interests.

Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.

Use high quality and innovative approaches to teaching to promote progress and engagement.

Enhance teaching and learning through ongoing professional development and continuous support.

Build strong and flexible leadership structures.

Ensure that every child learns to read.





Introduction and Overview

Contents

1. Aims
2. Who is this policy applicable to?
3. Content and tools to deliver this remote learning plan
4. Home and school partnership
5. Roles and responsibilities
6. Who to contact
7. Data protection
8. Safeguarding
9. Monitoring arrangements
10. Links with other policies

Statement of School Philosophy

Princess May Primary has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos
- Set out expectations for all members of the school community with regards to remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Provide appropriate guidelines for data protection
- Support effective communication between the school and families and support attendance

Government Guidance: Curriculum Expectations

The key principles that underpin the advice on curriculum planning are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, we will also ensure that we follow these key expectations for academic year 2020 to 2021:

We will continue to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, whilst making use of existing flexibilities to create time to cover the most important missed content.

- We will ensure the prioritisation within subjects of the most important components for progression rather than removing subjects, which pupils may struggle to pick up again later. In particular, we will consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- We will continue to plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment.

2. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Princess May Primary*) is 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.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

3. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan will be embedded within our whole-school remote learning software: Microsoft Teams, and include:

- Online resources:
 - EYFS (*Microsoft Teams/ Oak National Academy/ Tapestry*)
 - KS1 (*Microsoft Teams/ Oak National Academy/ BBC Bitesize/ Timetable Rockstars*)
 - KS2 (*Microsoft Teams/ Oak National Academy/ BBC Bitesize/ Timetable Rockstars*)
- Use of Recorded video for Phonics, stories, instructional videos and assemblies
- Phone calls home
- Printed learning packs where devices are not available and the school cannot supply these
- Physical materials such as story books and writing tools

Teachers should ensure there is a clear sequence of learning that follows the usual school curriculum as far as possible, utilising the extensive Oak National Academy resources.

4. Home and School Partnership

Princess May Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Princess May Primary School would recommend that each 'school day' maintains the usual school-day structure.

- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.
- All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home. Class teachers and SLT will monitor the use of Teams.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.



Roles and responsibilities

When providing remote learning, teachers must be available between 9:00am-3.30pm

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 on the designated absence number. If it affects the completion of any work required ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

5.1 Teachers

When providing remote learning, teachers are responsible for:



Setting work:

- Teachers will set work for the pupils in their classes (Inc. Differentiation for SEND and/or EAL).
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Weekly/daily work will be shared via Microsoft Teams. Work should be uploaded the evening before and shared on Teams by 8.55am (Mon-Fri).
- Set Times Table Rockstars work.
- Heads of Year are responsible for ensuring consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work via printed copies.
- The subject leaders are responsible for ensuring that the sequencing of learning across a subject continues in

the event of a lockdown. The Assistant Headteacher will monitor this through planning scrutiny.

- If pupils are self-isolating, teachers will direct them to Teams and Oak National Academy. Parents will be informed of this via a phone call and SMS/email. **Teachers will ensure that they use online platforms, such as Oak National Academy to support with remote learning. Units from Oak National Academy should be selected to support current sequence of learning.**
- Blended Learners – teachers who will have pupils receiving home-learning will need to ensure that pupils are directed to **use online platforms, such as Oak National Academy to support with remote learning.**
- Online safety curriculum to be followed at Thinkuknow website. The page has been created to support parents during COVID-19 and the closure of schools. Each fortnight, they will be releasing new home activity packs with simple 15-minute activities that can be completed at home to support children's online safety at a time when they will be spending more time online.



Providing feedback on work:

- Pupils can send any completed work to teachers via Teams
- Teachers can use chat and comments to feedback on work
- Teachers should respond to any queries from parents/children on the same working day, where possible (this may not be possible if comments are made very late in the afternoon)

- Teachers are to send any children’s work to be displayed on the school Newsletter or Twitter page to the Headteacher and Pastoral Manager.

➤ **Keeping in touch with pupils and parents:**

- Queries and comments from parents and pupils are to be checked between 9am and 3:30pm. Teachers should only send replies between these times. It is up to staff within year groups as to how responsibilities here are delegated; Heads of Year will have the final say on how this works within their Team
- Any issues that are received are to be dealt with in a professional manner and staff should be aware that they are essentially publishing each time a comment is made. If necessary, staff should contact the year group HOY or in serious cases a member of SLT (see emailing tips and strategies in the appendix)
- Children should be contacted class once a week via telephone call when in school or from a withheld number, or via Teams, through video calls – this will include pupils in self-isolation where whole bubbles are not sent home. **Teaching Assistants may be asked to make calls.**
- Contact with children on a Child Protection Plan will be made by the DSL once weekly in addition to the contact with year group staff

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

- Virtual meetings and staff meetings will take place via Microsoft Teams.

➤ **If teachers will also be working in school, Heads of Year and Class teachers will be responsible during this time to ensure that remote learning is provided for pupils who are self-isolating.**

- Teachers will need to direct pupils to an online platform – *Oak National*

Academy. It is important that self-isolating pupils continue to receive similar learning to their peers in school. **Units from Oak National Academy should be selected to support current sequence of learning.**

5. 2 Teaching assistants

Teaching assistants must be available between 8:30am – 4:00pm, Tuesday to Friday and 8:30am to 5:00pm on Mondays. During this time, they are expected to check work emails and call pupils. 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.

Teaching assistants are responsible for:

➤ **Supporting pupils with learning remotely:**

- When requested by the SENCO
- Support teachers with printing learning packs for pupils with no access to a computer device
- Contacting children. All contact made should be logged on ScholarPack.

➤ **Attending virtual meetings with teachers, parents and pupils:**

- Virtual meetings and staff meetings will take place via Microsoft Teams.

5. 3 Subject Leaders

Alongside their teaching responsibilities, as outlined above, subject leaders are responsible for:

- Monitoring the work set by teachers in their subject – review work set weekly on the timetable
- Ensure that the sequence of learning continues
- 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Review your current subject in the light of home learning during the summer term. Evaluate what changes will need to be made in September ready for creating a subject action plan.

5.4 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 – reviewing work set by teachers weekly, monitoring Teams, monitoring correspondence on ScholarPack between parents and teachers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

5.5 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

5.6 IT Staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

5.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day (8:55am-3.30pm) – although they may not always be in front of a device the entire time
- 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
- Be respectful when making any complaints or concerns known to staff

5.8 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
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

See the COVID-19 amendments to the Child Protection Policy



6. 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 or Assistant Head
- Issues with behaviour – talk to the relevant Head of Year
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (Business Manager)
- Concerns about safeguarding – talk to the DSL

All staff can be contacted via the school email addresses or in an emergency mobile phone numbers.

Data protection

7. 1 Accessing personal data

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

- All staff have access to ScholarPack to record any parent contact about children, this is accessed via a secure password. Staff can access parent contact details and pupil information via ScholarPack.
- All staff have access to CPOMS to record any concerns, this accessed via a secure password. Alert SLT.
- Ensure you log out after use. Do not allow access to the site to any third party.
- School computers, iPads and laptops are the school's preferred devices to be used when accessing any personal information on pupils.

7. 2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

7. 3 Keeping devices secure

These tips are based on our article on [GDPR and remote learning](#). Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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

8. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.

This policy is available on our website.

9. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by the Assistant Head. At every

review, it will be approved by Mr Reynolds (Headteacher) and SLT.

10. Links with other policies

This policy 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
- ICT and internet acceptable use policy
- Online safety policy



Monitoring and Review

At Princess May Primary, we self-evaluate through our school development plan and action plans. Delivery of the Remote Learning Policy will be monitored within the school monitoring cycle and in-line with the government guidance.

Policy Reviewed	September 2020
Adapted by Governing Board	
Review Date	September 2021