



Remote Learning Policy Kexborough Primary School September 2020



Commitment to Remote Education

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we are committed to offering immediate remote education in a way that safeguards pupils from harm in a digital world.

Every school is unique and school leaders know best which approaches will secure the engagement and progress of their learners. The Barnsley School's Alliance is committed to securing consistently high-quality remote education for all pupils and, to this effect, has an extended offer of support for any school requesting additional advice and guidance when developing and implementing their remote education plans. Schools are encouraged to access this support as and when required.

Remote education is much more than setting work. School leaders will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of our school. We will not rely on projects or independent research activities to simply keep pupils busy. However, when combined with high-quality teacher input and accompanying resources, these approaches can be effective.

We are committed to six underlying principles, as agreed by the Barnsley School's Alliance, which underpin our remote education plans:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.

At Kexborough Primary, the platforms we have chosen to support remote teaching and learning are Seesaw and Tapestry for the Early Years. We are committed to providing the training, support and guidance required to ensure that school staff, Parents/Carers and pupils feel confident to use our system safely and effectively.

We will provide paper-based resources for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate.

Our approach has been carefully considered in relation to the pupils' age, stage of development or special educational needs. We are committed to working with Parents and Carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school due to closure of a Bubble
- Set out expectations for all members of the school community with regards to remote learning
- Set meaningful and ambitious learning on a daily basis
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:50am – 3:40pm.

If they are unable to work for any reason during this time, they should report this using the normal absence procedure .

Remote Learning Offer –

EYFS (Nursery and Reception):

- Teaching and Learning will be delivered via –
- Recorded lessons shared on Tapestry
- Recorded phonics lessons via Ruth Miskin Portal
- Children will access a daily Maths, Phonics lesson and Story Time session.
- Children will be set a Maths activity, a phonics activity and one other activity that will be topic based

Year 1:

- Teaching and Learning will be delivered via -
- Recorded lessons shared on Seesaw
- Recorded phonics lessons via Ruth Miskin Portal
- Children will access a daily Maths, Phonics lesson and Story Time session.
- Children will be set a Maths activity, a phonics activity and one other activity that will be Topic based

Y2– Y6:

- Teaching and Learning will be delivered via -
- Recorded lessons shared on Seesaw
- Recorded phonics lessons (if appropriate) via Ruth Miskin Portal
- Children will access a daily Maths, Reading/Phonics lesson and Writing/Grammar session.
- Children will be set a Maths activity, a Reading activity and another activity that will be Topic based

When providing Remote Learning teachers will –

- Provide appropriate learning via SeeSaw/Tapestry and Paper Based Packs, that meet the needs of all children within the class
- Work collaboratively with Parents/Carers and implement reasonable adjustments to the Teaching and Learning for SEND children
- Ensure that vulnerable children are able to access Teaching and Learning and work collaboratively with other agencies involved with the child

- Provide links to other supporting websites e.g. – Top marks, PurpleMash, Oak Academy Learning etc. that may be used to support the Teaching and Learning
- Provide daily Remote Learning that children should access
- Provide a paper pack if child is self-isolating, or are unable to access the remote learning
- Provide sequenced Teaching and Learning so that knowledge and skills are built incrementally so that Parents/Carers and children know what they are learning and how to make progress
- Use the feedback provided from children to adapt and refocus Teaching and Learning through the Teaching and Learning sequence.

Providing feedback on work:

- Work submitted through Tapestry/Seesaw will be given feedback on this platform
- Feedback given on Seesaw will be completed by the end of the school week. Where work is submitted on a Friday, this will be marked and feedback provided at the start of the next week
- Where specific feedback is needed for an individual, this will be provided upon the return to school where additional intervention will be given to ensure the child has understood the concept being taught

Communication with children:

- Teachers are responsible for ensuring staff in their Teaching Team have made contact, wherever possible, via Teams with every child in their class over the working week. If no contact has been made, despite several attempts, this must be referred to SLT.

Children who have not accessed remote learning or completed on line learning:

- Any emails that are sent to the Year Group emails will be responded to however this will be in consideration of staff working hours and the priority of the emails sent. Staff will not reply to any queries over the weekend
- Any concerns shared by Parents and Carers through Seesaw or email will be logged on CPOMS and the Safeguarding Team will immediately be informed
- Adhering to the Code of Conduct (see Appendix 3)

2.2 Teaching Assistants

When assisting with remote learning, Teaching Assistants must be available between 9:00am and 3:30pm

If they are unable to work for any reason during this time, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Using the class iPad when remote learning needs to take place
- Completing and monitoring a daily register of attendance by logging into Tapestry/SeeSaw by looking who has uploaded work the previous day.
- Liaising with Classteachers on a daily basis so they can provide support for the Teaching and Learning
- Attending the remote daily virtual meeting with Classteachers and individual pupils
- Continuing to upskills own CPD through the use of the Ruth Miskin Portal, after which record on individual training log (via electronic method or Paper) and other CPD available.

- Adhering to the Code of Conduct (see Appendix 3)

2.3 Subject Leaders

Alongside their teaching responsibilities, Subject Leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Offer support to teachers who may need ideas of ways in which a particular piece of learning can be presented through Seesaw/Remote Learning Sessions to ensure it scaffolds and supports understanding as close to what it would in the classroom
- Alerting teachers to resources they can use to teach their subject remotely
- Continuing to develop their Subject Area and work on their subject Action Plan

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school and reviewing policy and practice based on reflections and feedback provided
- Monitoring the effectiveness of remote learning. – Class teachers will be responsible for providing feedback to Phase Leaders about their remote learning experiences. By Phase Leaders being informed of what is working well and what can be improved, it means Senior Leaders will be able to make any necessary changes to ensure the provision is working well
- Gathering feedback from Parents/Carers following a Bubble Closure
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSL will carry out the roles and responsibilities as in the Safeguarding and Child Protection Policy (September 2020)

2.6 IT staff

ECM Trust IT staff are responsible for:

- Fixing issues with the school systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Kexborough Staff are responsible for:

- Assisting pupils and Parents/Carers with accessing the platform (SeeSaw or Tapestry) e.g. – forgotten passwords –

*School staff are not responsible for fixing issues relating to personal devices or home internet use**

2.7 Pupils and Parents/Carers

Staff can expect Pupils learning remotely to:

- Adhere to the Code of Conduct (see Appendix 1)

- Be contactable during the school day
- Complete work to the deadline set by teachers and submitting it on Tapestry/Seesaw for feedback
- Show good behaviours for learning within the learning sessions
- Seek help if they need it, from teachers or teaching assistants by emailing the Year Group email or via Tapestry/Seesaw

Staff can expect Parents/Carers with children learning remotely to:

- Adhere to the Code of Conduct (see Appendix 2)
- Make the school aware if their child is sick or otherwise cannot complete work
- Allow their child to participate in the learning session independently to allow class teachers to make any necessary assessments in order to support learning further
- Seek help from the school if they need it
- Consider that a virtual learning session does not fully reflect a lesson taught in school
- Be respectful when making any concerns known to staff – Parents and Carers should contact their child’s class teacher using the year group email address

2.8 Local Governing Body

The Local Governing Body are 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

3. Who to contact

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

- Issues with subject content – Relevant Subject Leader
- Issues with Behaviour – Phase Leader
- Issues with IT – Mike Race
- Issues with their own workload or wellbeing – Senior Leadership Team
- Concerns about data protection – Senior Leadership Team
- Concerns about safeguarding – Georgie Ellis / Jane Mackay / Aimee Warburton

4. Data protection

4.1 Accessing personal data

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

- School Laptops or iPads to access shared areas on the Network and the virtual platform (Tapestry/Seesaw)

4.2 Processing personal data

Staff members may need to collect and/or share personal data of pupils such as Parents/Carers email addresses and phone numbers as part of the remote learning system.

However, staff are reminded to collect and/or share as little personal data as possible on line.

4.3 Keeping devices secure

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

- Keep the device safe at all times and should only be at home or school unless transporting between the two
- 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. Monitoring arrangements

This policy will be reviewed after each closure and adapted accordingly.

Approved by:

Date:

Last reviewed on:

Next review due by:

APPENDIX 1

Remote Learning Code of Conduct for Children

I want to stay safe online and I know that anything I do on the computer, phone, tablet or internet may be seen by someone else.

I will:

1. only open pages which my Parent/Carer or teacher has said are okay
2. talk to my Parent/Carer or teacher before using anything on the internet that I am unsure about
3. tell my Parent/Carer or teacher if anything makes me feel scared or uncomfortable and do not reply
4. make sure all the messages I send and comments I leave are polite and positive
5. not give my phone number or address to anyone online.
6. not tell people about myself online (I will not tell them my name, anything about where I live or where I go to school, names of clubs I attend)
7. not upload photographs of myself onto the computer or internet without my Parent/Carer permission
8. keep any passwords I have private
9. only speak to people I know online and on the phone.
10. never agree to share photos, phone, video call or meet a stranger.
11. Always make sure my Parent/Carer knows who I am talking to or messaging
12. If you are allowed to comment you must remember our learning on online behaviour – you are polite and positive and comments should be related to your learning.
13. **Remember – teachers can see exactly what you have posted**
14. If you are posting photos of your learning, please remember to do so safely – remember to always check with your Parent/Carer before uploading a photo, and try to make sure your photo is of the learning, not you.

APPENDIX 2

Remote Learning Guidelines for Parents and Carers

1. Make sure your child understands and is aware of the pupil Code of Conduct
2. Answer the phone to school staff or return calls, messages or emails. Staff may call from withheld number
3. Supervise your child's internet use and online learning – make sure you are aware of what they have been asked to do and the websites they need to access.
4. Make sure you know who your child is talking to or messaging.
5. If a member of staff calls to speak to your children – check that you know who they are, speak to the member of staff yourself before your child talks to them, stay in the room while your child is on the phone or on their Zoom call.
6. The Parent/Carer must make sure their child and other members of the household are aware the video call is happening,
7. Devices used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
8. Language must be professional and appropriate, including any family members in the background.
9. The same expectations apply for remote teaching and conversations as normal school conduct
10. If the teacher has any safeguarding concerns about children or the use of unsuitable language, dress, location. The concerns will be recorded and passed to the Safeguarding Team.

APPENDIX 3

Remote Learning Guidelines for Staff (Teachers, HLTAs and Teaching Assistants)

1. Teacher/HLTA/Teaching Assistant Standards remain in place
2. You need to be available and contactable during your working hours, on your usual working days
3. Any absence should be reported using the normal absence procedure
4. Daily Learning Task Lists and Teaching and Learning must be uploaded by 9:00am onto Tapestry/Seesaw
5. Parents/Carers need advanced notice of Zoom meetings and access to phonics films
6. Staff need to ensure they attend PDMS, Virtual Assemblies and any other-directed meetings
7. Staff need to stay in contact with their Teaching Team throughout the working day
8. Staff are responsible for maintaining contact with CE/KR on a daily basis and updated on what is going well and any concerns
9. Teaching Staff and HLTAs need to plan into the week their own PPA time
10. Staff need to be appropriately dressed, when engaging in a Virtual Meetings (e.g. weekly Zoom check in) ensure you are against a neutral background and demonstrate professional conduct
11. Staff need to conduct weekly check in Zooms meeting with individual children in the presence of a Parent/Carer
12. Staff and children need to make sure they safeguarding themselves at all time. Zoom Check in Meetings MUST NOT take place until two members of staff (Teacher and Teaching Assistants) are present on the call.
13. Staff need to take responsibility for seeking advice and support
14. Teaching Assistants need to work alongside the Classteacher and ensure that a daily register of attendance is taken
15. Staff are responsible for ensuring they have a school device to deliver the remote Learning (Laptop, iPad)
16. Staff are responsible that the children's work is marked and that the children receive feedback
17. Staff report any safeguarding concerns to the Safeguarding Team and log on CPOMS
18. The same expectations apply for remote teaching and conversations are the same as normal school conduct