The Federation of The Downs & Northbourne Church of England Primary Schools

REMOTE LEARNING POLICY

School Mission Statement

Federation of The Downs and Northbourne CEP Schools

Mission Statement

"…if you have faith as small as a mustard seed…nothing will be impossible."

(Matthew: 17 v20)

VISION STATEMENT:
Our vision for the Federation of The Downs and Northbourne CEP Schools is to put *God* and *Family* at the heart of all we do. As a *nurturing* community, we use the parable of The Mustard Seed *"…if you have faith as small as a mustard seed…nothing will be impossible*." (Matthew: 17 v20) This guides the way we value and treat all members of our school community. Through our pastoral care and our rich curriculum experiences we provide a safe and dynamic learning environment in which all can flourish.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Review annually during COVID restrictions / then every three years

Reviewed December 2020				

Aims

This information is intended to provide clarity and transparency to our pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Roles and responsibilities

In addition to their in-school work, teachers from The Downs CEP School will continue to support children that are unable to attend in the event of self isolation bubble, local or national lockdown.

Teachers will plan learning that is relevant to the curriculum focus for that year group and endeavour to replicate this through tasks for home learners.

Any resources used, including websites and worksheets, where possible, will be shared with home learners. Staff will do this electronically. It will be the parents' responsibility to contact the school if they are unable to access learning electronically and then the school's responsibility to provide paper versions of the home learning.

Staff will respond, during the school day, to requests for support from families at home. This contact will be via the school office (phone or email). 01304 372486 or secretary@downs.kent.sch.uk

Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

When providing remote learning, teachers must be available between 8.30am-3.30pm

If staff 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.

When providing remote learning, teachers are responsible for:

Setting work
- For their own class and/or year group
- That will be enough for daily access to English, Maths, Phonics or SPAG and one other subject
- That will be meaningful and ambitious and will span the breadth of the curriculum.
- Developing a remote timetable plan that echoes the learning that is happening in school. However, we have needed to make some adaptations in some subjects. For example, PE may be taught using general keep fit activities rather than developing sport specific skills.
- The weekly tasks should be enough for learning to take place for at least 3 hours each day.
- French and Music teachers will liaise with year group teachers and provide the appropriate links that can be added to the tasks
- That takes into account any differentiation needs in each class
- The work will be set weekly and available from the Monday morning.
- Work will be published on the school website under > curriculum, assessment and learning > remote learning > year group
- Work will also be available on the secure learning platform Purple Mash and hyperlinks and guidance on accessing and locating these will be published on the class page on the school website.
- Liaising on a weekly basis with year groups staff. This can be done via Teams, email or telephone during PPA time

Providing Feedback
- Work from pupils can be photographed and shared with the class teacher via the school office or as an upload to Purple Mash
- We expect that all children engage with the remote learning that is published on our website.
- We also expect that children read every day and practice the high frequency words and time tables that were made available for each year group.
- This will be monitored daily by teachers and feedback will be given to children on a weekly basis.
- Parents are welcome to contact the school with any questions.
- Feedback will be completed when tasks are submitted. Feedback should be in a timely fashion in line with good in-school practice *(how often is dependent on whether we are in a national lockdown or only one or two children are self-isolating)*

Feedback will:
- provide frequent, clear explanations of new content.
- gauge how well pupils are progressing through the curriculum.
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

Keeping in touch with pupils, who aren't in school, and their parents
- Regular contact will be made via feedback.
- In the event of a national lockdown, parents can expect a fortnightly phone call.
- Contact will also be made by the Safeguarding officer/ Pastoral lead and Senco where appropriate.
- Staff will only be expected to respond to emails within working hours of 8.30am-3.30pm
- Staff will record every contact on CPOMs as a welfare check
- Any safeguarding concerns should be recorded on CPOMs, any queries or complaints should be forwarded to SLT
- Any failure to engage with remote learning should be highlighted to SLT who can make contact in order to offer support

We will use a combination of the following approaches to teach pupils remotely:
There are different definitions out there, but in broad terms:
- Remote education encompasses any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, is remote learning delivered through digital technologies.

Different approaches to remote education suit different types of context and pupils.

- It can be just as effective to deliver remote education through worksheets or textbooks.
- Live lessons can have some advantages but are not as effective as asynchronous education *(when the material is prepared by the teacher/or outside provider and accessed by the pupil at a later date).*
- Children will find it harder to concentrate, especially at primary age, when being taught remotely and when using electronic devices.
- We need to provide a balance of all approaches so as not to disadvantage any one group within our school community –access to devices; access to the internet; being able to all work at the same time; parents being available to support especially with very young children (to name but a few)
- Variety is the key and bite sized chunks of work make the learning accessible for even the most reluctant.

Staff will also direct families to a number of resources via the remote learning plan and purple mash such as:

- Recorded teaching (e.g. Oak National Academy lessons and BBC Bitesize)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work and/or internet research activities.

You can also access learning resources through your child's log in to purple mash (whole school), 10tick (Years 3-6) and Spag.com (years 5 and 6).

There are also numerous links on our school website to different learning resources
- pupil zone tab/additional home learning opportunities
- pupil zone tab/online safety
- curriculum, assessment and learning tab/help your child
- curriculum, assessment and learning tab/RE and collective worship/keep praying

Children should also continue with their reading, number work and learning their times tables.

Due to the current pandemic, remote learning timetables are published on our website weekly and can be accessed by individual pupils who are sent home to self-isolate. In the event of a national lockdown, especially as notice is likely to be short, we may require some time to gather together further remote plans and paper packs. If this is the case parents/carers should access the school website and follow the links to resources such as 10 ticks, SPAG.com, Phonics play and Purple Mash.

Pupils and parents
Staff can expect pupils learning remotely to:
- Be contactable during the school day
- Complete work to the deadline set by teachers
- 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any concerns or complaints known to staff

In the event of a national lockdown, we recognise that with siblings, and other family members at home, all trying to access their work, the school day at home may not mirror the school day in school. This is perfectly fine as families need to make this time work for them. Just be aware, that any work uploaded in the evening, will only be looked at by staff during the school day.

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. In the first week of remote learning our SENCO will contact these families.

Loaned devices
We recognise that some pupils may not have suitable online access at home. If this is the case for your family, please do contact the school and we can discuss with you the next step forward. This may include us providing a paper copy of the learning or, in exceptional circumstances, helping you to apply for a government issue device.
- The school will use the DfE criteria and information gathered from parent surveys to establish who is eligible for the loan of a laptop
- Loans are temporary for the duration of isolation/lockdown. A loan agreement must be signed which includes agreeing to
  - Taking appropriate steps to keep device safe
  - Taking appropriate steps to keep device in the same condition it is loaned
  - Only using the device for the purpose it has been loaned
  - Returning it when requested - this includes returning it if the school deems that home learning has not been accessed so the device can be loaned to another family.

<u>When attendance is compulsory for all pupils (no longer in lockdown):</u>
Loans will not routinely be made to families choosing to keep their children at home because of anxieties about COVID as there is not enough equipment to provide additional learning that is available in school.

Teaching assistants

- Whether staff are working on site or remotely they should be available for work during their usual hours.
- If any staff member 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.
- When assisting with remote learning, teaching assistants will be guided by the class teacher on resourcing learning, ensuring that work has feedback if they have additional intervention responsibilities.
- Where supporting home learning is not an option, TA's will undertake CPD online learning during their working hours
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and SLT will ensure that support is given promptly.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- 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 through regular email communication with teachers
- Alerting teachers to resources they can use to teach their subject remotely

Senior leadership Team

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 regular meetings with teachers and subject leaders, and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSLs are responsible for ensuring all staff are aware of the safeguarding protocols at The Downs CEP School

On any one day, where possible, there will be two DSLs on site or contactable by phone

- Mr Turner
- Miss Leighton
- Ms Luxford
- Mrs Tysoe
- Mrs Barnes

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

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

Who to contact

If parents/carers have any questions or concerns about remote learning, they should contact the school office in the first instance via secretary@downs.kent.sch.uk or by phone.

Data protection

Accessing personal data

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

- access the data with school provided devices, such as laptops or password protected and secure personal laptops or tablets, school landlines or mobiles. Please do not use your personal mobile phone.

Processing personal data

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

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 – 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

Safeguarding

The Safeguarding Addendum contents are known by all staff and procedures adhered to.