



# Remote Learning Policy

<b>Date Approved</b>	<b>8<sup>th</sup> November 2021</b>
<b>Date of Next Review</b>	<b>November 2022</b>
<b>Policy Owner</b>	<b>Head Teacher</b>
<b>Approved by</b>	<b>School Improvement Committee</b>

## **Aims**

- To ensure there are arrangements in place for remote learning in the event of pupil absence that is not illness as a result of COVID-19

## **Approach**

We have chosen to use SeeSaw as our preferred method for remote learning for children. We have chosen this because:

- it enables interaction between teacher and pupil
- allows teachers to set work at appropriately differentiated levels
- provides scope for a greater variety of activities to be provided e.g. online lessons and video links

In the event that a child cannot access SeeSaw, a home learning pack will be provided. These should be collected from the school office unless circumstances prevent a parent coming to school. In this case, staff will deliver packs to home addresses.

## **Provision if class bubble is self-isolating**

If the class teacher is working remotely, they will provide lessons and activities that continue the expected progression of learning for the class. Expectations are:

- In KS1 and KS2, teachers will set 3 or 4 lessons daily: these will always include at least one English (reading or writing) and one maths activity. Other activities will be based on foundation subjects and RE.
- Links to live lessons for example, from the [Oak National Academy](#) will be used to support the teaching.
- Teachers may create videos for modelling key teaching points which can be shared through SeeSaw.
- All tasks given will be age/stage appropriate to the child.
- Online contact with pupils and/or parents/carers will only take place on days when school would typically be open to learners.
- Online contact with pupils will take place between 9am and 12pm and 1pm and 3:15pm.
- Work may be remotely 'marked' and feedback provided after 3pm but further dialogue or interaction with pupils will not occur.

If the class teacher is unwell, a capacity assessment will be undertaken to identify the approach that will be taken for the class bubble that is not attending. This will be either:

- Another teacher in school provides the learning as above.
- A paper pack of learning is provided for all children. This learning will be consolidation and revision of previous learning which will be marked on return to school.
- A blend of both of the above.

## **Provision if individual child is self-isolating**

Due to COVID regulation changes which came into effect on August 16<sup>th</sup> 2021, it is not anticipated that children will be required to self-isolate. However, there may be occasions such as prior to medical care that a child is required to self-isolate. In these cases, class teachers will provide lessons and activities as set out above via SeeSaw; this work will largely mirror work being taught in school but may also include some consolidation learning.

## **Overcoming Barriers**

Staff will support parents and children to access SeeSaw and overcome any difficulties that may arise in terms of technical issues and navigating the site. A help guide has been produced and is available on the school website.

School has a small number of devices which can be loaned to children who do not have access to equipment at home to support remote learning. Parents can request a loan device in these circumstances. A Pupil Device User Agreement must be completed by parents before equipment can be loaned and a user guide will be provided to assist with using the device at home.

If a child is using school equipment to access remote learning, parents are responsible for ensuring their child uses any loaned equipment and technology as intended and follows the school's user agreement, reporting any technical issues to the school as soon as possible.

In the event that paper copies of work are preferred, teachers will provide a paper learning pack as outlined above. This learning will largely be consolidation and revision of previous learning. The class teacher will make a weekly telephone call to check on progress with the work. Packs should be returned for marking when collecting subsequent packs.

Senior Leaders will work with families to find the best way possible for their child to engage in remote learning. This may involve altering expectations about volume or timing of activities and/prioritising specific curriculum elements.

### **Support for Pupils with Additional Needs**

Teachers will work with the SENDCO to ensure that home learning supports pupils with Education, Health & Care Plans (Section F) as far as is possible in a non-education setting. The SENDCO will be available to support staff, parents and pupils with remote learning.

### **Health & Safety & Online Safety**

- When using electronic devices during remote learning, pupils need to be encouraged to take screen breaks.
- The school will ensure that any school-owned equipment and technology used for remote learning has suitable anti-virus software installed and can establish secure connections.
- The school will reinforce the importance of children staying safe online through curriculum work.

### **Safeguarding**

This section of the policy will be enacted in conjunction with the school's Child Protection Policy.

- The DSLs will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning.
- The DHT will ensure external agencies working with vulnerable pupils are informed that a pupil is learning remotely through informing the LA Single Point of Contact – SPOC.
- In the event of vulnerable pupil self-isolating, teachers will make a welfare call on the second day of absence. This is a general check to see if everything is OK as well as to check if pupils are able to and are accessing the work set. If all seems well and pupils are accessing the work, this should be logged on CPOMS and no further calls need to be made unless there is a specific reason/query. If pupils are not accessing the work, teachers will offer support as to how to do this and make a follow up call. DHT will monitor this procedure.

### **How Can Parents Help**

If a child is not attending school due to self-isolating but is otherwise well, it is expected that they engage with learning as they would do if they were attending school. We would encourage parents to support their children's work by:

- establishing a regular routine around times to complete school work
- finding an appropriate place for children to work
- to the best of their ability, supporting them with the set work
- encouraging them to work with good levels of concentration

Teachers will monitor SeeSaw daily and will contact parents if pupils are not engaging with work set to discuss and address any concerns. In the event that work is still not completed, SLT will be informed and further telephone contact will be made to remind parents of the expectation that pupils should be engaging in home learning.

Teachers are contactable via the school office email: [office@priorsmill.org.uk](mailto:office@priorsmill.org.uk) and will respond, within reason, promptly to requests for support from families at home.

## Appendix 1: Provision in the event of restricted attendance

<p><b>Prior's Mill Provision</b> Children will follow the same curriculum and work pattern via SeeSaw both if attending school and learning remotely at home.</p>	
<p>What will be provided for children?</p>	<p>We aim to set meaningful and ambitious work; a minimum of:</p> <p><b>NURSERY – approx. 1-2 hrs</b></p> <ul style="list-style-type: none"> <li>➤ 3 activities daily, matched to age and development of the children following current curriculum themes, topics and stories used for termly planning</li> <li>➤ Weekly Zoom call to provide opportunity for social connection</li> </ul> <p><b>RECEPTION – approx. 2-3 hrs</b></p> <ul style="list-style-type: none"> <li>➤ Daily phonics session</li> <li>➤ Daily maths and English activities</li> <li>➤ Daily topic work (craft, UTW, singing, PE, Jack in a Box worship/RE)</li> <li>➤ Daily physical activity (wake up shake up, yoga, outdoor activity)</li> <li>➤ Weekly show and tell by photograph</li> <li>➤ Access to weekly reading books matched to reading ability</li> <li>➤ Zoom calls 3 x weekly to provide opportunity for social connection</li> <li>➤ Weekly collective worship focus</li> </ul> <p><b>KS1 &amp; KS2 – 3hrs for KS1, 4hrs for KS2</b></p> <ul style="list-style-type: none"> <li>➤ Daily English and Maths lessons</li> <li>➤ Daily foundation subject lessons and RE that continue the planned curriculum theme</li> <li>➤ Weekly physical activities</li> <li>➤ Weekly PSHE/Well Being activities</li> <li>➤ Ongoing Spellings, times tables, phonics, reading</li> <li>➤ Daily Zoom call providing teaching input</li> <li>➤ Weekly collective worship focus</li> </ul>
<p>How will this be delivered?</p>	<p>We use SeeSaw as our chosen platform to providing work and relevant feedback, and to interact with children and parents. SeeSaw enables us to know in 'real time' whether children are able to engage with the work and make any necessary adaptations. Staff will use a variety of pre-recorded resources from high quality sources such as:</p> <ul style="list-style-type: none"> <li>• Oak Academy</li> <li>• BBC BiteSize</li> <li>• Phonics Play</li> <li>• White Rose Maths</li> </ul> <p>Staff will provide videos of themselves teaching/modelling/demonstrating specific teaching points KS1 and KS2 will receive a daily ZOOM call that will provide a live teaching input and a weekly celebration. EYs will receive regular Zoom calls, at least weekly.</p>
<p>How will we help parents with remote learning?</p>	<p>We will keep regular contact via SeeSaw and/or telephone to ensure we can respond quickly to any issues or concerns. Possible approaches include:</p> <ul style="list-style-type: none"> <li>• KS2 may be offered DfE or school laptop</li> <li>• KS1 may be offered DfE iPad</li> <li>• Printed resources offered</li> <li>• Expectations adapted if appropriate (reduced timetable/work uploaded at time to suit working parents)</li> <li>• Pastoral support e.g. TC with pupil/referral to additional service (ABC/EWO)</li> </ul>
<p>How will we support children with additional needs?</p>	<p>Staff will ensure that work set is appropriately differentiated and matched to children's needs. SENDCO will monitor provision and engagement of SEND pupils and maintain regular contact with staff and families. Statutory responsibilities e.g. annual review, EHCP assessments will continue.</p>
<p>How will we support children with their well being and physical health?</p>	<p>Weekly mental health/wellbeing/PE activities for all classes KS1-KS2 Focus week of activities during Children's Mental health Week – 1<sup>st</sup> Feb Focused curriculum work on Safer Internet Day – 9<sup>th</sup> February A programme of 'whole school' events such as non uniform, Chinese New Year, World Book Day will be followed to promote a sense of community and connection. Weekly class celebration calls via Zoom with opportunity for children to see and talk with their friends and teachers and have achievements celebrated, Weekly online whole school worship opportunity</p>

## Appendix 2: Remote Teaching Acceptable Practice

### Devices and Platforms

- Teachers must use laptops or mobile devices provided by school and governed by the school network manager (OneIT) for all remote teaching and learning.
- Prior's Mill CE Primary School will use SeeSaw and Zoom for the purpose of remote teaching and learning.
- Use of any personal accounts to communicate with learners and/or parents/carers is not permitted.
- Online contact with learners and/or parents/carers will only take place on days when school would typically be open to learners.
- Online contact with learners will take place between 9am and 12pm and 1pm and 3:15pm.
- Work may be remotely 'marked' and feedback provided after 3pm but further dialogue or interaction with learners should not occur.
- Live remote learning sessions will only be held with approval and agreement from the headteacher.

### Data Protection and Security

- All remote learning and any other online communication will take place in line with current Prior's Mill data protection and confidentiality expectations.

### Session Management for Live or Recorded Lessons

#### Privacy and Safety

- Meeting passcode will be encrypted and included in the invite link to allow participants to join without having to enter the passcode;
- No-one can enter a zoom call without being accepted in by the teacher via the 'waiting room';
- The teacher can remotely remove a child from a live call if there is inappropriate behaviour;
- Only the teacher can share their screen;
- Chat function will be disabled on entry;
- Annotation function will be disabled or controlled;
- All children will be 'muted' on entry into the zoom session with only the mic enabled for the teacher until the call has been introduced. The Teacher can then enable children's mics so they can be heard;
- We do not record any of our zoom calls and the teacher (as host) resumes full control of the call;

#### Staff Conduct

- Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom;
- When sharing videos and/or live streaming, staff are required to:
  - wear appropriate dress
  - ensure backgrounds of videos are neutral (blurred if possible)
  - ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds

#### Learning

- Educational resources will be used or shared in line with our existing teaching and learning policies;

### Expectations for Pupils and Parents Participating in Live Zoom Calls

- All participants are expected to behave in line with existing school policies and expectations;
- Children should be suitably dressed at all times and be in ear-shot of a parent/carer;
- Children should ideally be situated in an area of the house where they can concentrate with little distraction;
- Parents/carers should be mindful that 'background noise', including their own conversations, is picked up on the child's mic for everyone to clearly hear;
- No photographs, images or recordings of the call should be taken;

### Policy Breaches and Reporting Concerns

- Participants are encouraged to report concerns during remote and/or live streamed sessions;
- Inappropriate online behaviour will be responded to in line with existing policies such as acceptable use of technology, allegations against staff, anti-bullying and behaviour;
- Any safeguarding concerns will be reported to the Designated Safeguarding Lead, in line with our child protection policy;