Spring Meadow Infant and Nursery School

Remote Learning Policy

Policy Written: 13th October 2020.

Updated 6th January 2021

Updates 14th February 2021

1. Aims	What will this look like for my child?
This Remote Education Policy aims to: • Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble. • Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work. • Ensure that remote education is offered as soon as it becomes necessary. • Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources. • Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning. • Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being. • Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning. • Ensure that pupils engage in learning they would have completed had they been in school as normal. • Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback. • Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to.	A child will be provided with learning opportunities each day. A teacher or teaching assistant will communicate regularly with a child/parent so they know what to do and how. This will usually be via TEAMs or written communications. The teacher will give new things for a child to learn and things to practise. Practising is essential. The teacher has a vast array of skills, but live learning and using TEAMs is new – children and parents are also unfamiliar, so children will experience some delays at times (though we have had some training, it is use and experience that improves teacher skills with the IT) During live learning sessions, children will know how well they are achieving because the teacher will tell them on screen, this is called group feedback. If a child is finding things difficult or too easy the teacher will provide feedback and support and amend their remote learning tasks, where necessary.

• Support effective communication between the school and families so that parents and pupils can access and make the best use of resources. • Ensure that pupils who lack any necessary equipment have this sourced for them.	If a child cannot engage in remote learning we will contact the parent of the child to provide support.
2. Who is this policy applicable to?	**What will this look like for my child?**
• Children who are 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. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school. • Children who are part of a whole bubble but who not permitted to attend school because a member of their bubble has tested positive for Covid-19. • National restrictions are put in place meaning most children cannot attend school so home learning is a requirement for these children on a daily basis.	Unless a child is unwell, learning will continue for that child during time away from school due to Covid restrictions. Joining live learning and recorded learning each day. Hearing how well the work is going and how to improve also.
3. Resources	**What will this look like for my child?**
Resources to deliver this Remote Education Plan include • The school's agreed curriculum will be delivered virtually with some adaptations where necessary. **Appendix 2**. (or see website for curriculum overview) • Use of Microsoft 365 'Teams' to deliver live learning as well as using Purple Mash, Numbots, Oak Academy, White Rose Maths.	A child will need a computer/I pad to access online live learning and passwords. Children will be able to access online live learning via a mobile phone. There is a remote learning timetable for each year group that outlines for parents when online live learning and independent work takes place. Children with SEND may

- Communications through the use of school pupil e mail addresses to access and deliver this learning
- Weekly plans developed by teachers that meet the needs of all learners, which outline learning activities and signpost parents towards online resources.
- Staff training to effectively use the Teams provision to deliver online learning
- Information for parents so they understand what will be provided for their child when at home and how they can support this
- Use of video for class stories and assemblies from the Head Teacher
- Printed learning packs will be available for families for a small number of families (who may not be able to use technology) with learning aids such as letter and number formation sheets, lined paper, spelling mats etc.
- Printed copies of learning materials are available for families, who do not have access to a printer on a daily basis.
- Books and other physical learning material

Documents and links to support Remote Learning

Safeguarding children on-line - **Appendix 1**

Long term overview for curriculum subjects **Appendix 2**

Remote learning timetable for each year group – **Appendix 3**

Communication with parents policy **– Appendix 4**

Shown below are links to some of the online facilities to provide virtual learning for children who are away from school due to isolating.

https://classroom.thenational.academy/subjects-by-key-stage

https://www.purplemash.com/sch/spring-cb7

https://whiterosemaths.com/homelearning/

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/

have an individual timetable to provide appropriate support.

A child will be provided with learning resources on a weekly basis. Parents can request to collect these from the school office is they do not have access to a printer.

For the purposes of attendance and safeguarding a child must be seen regularly. Please see safeguarding appendix (mailed to all parents and on website). If a child has not been seen on screen or made contact to collect work a call is made at least once a week.

A child will receive items needed to do work set, e.g. number squares, writing paper, number lines.

Teaching reading will be delivered live by the teacher through phonic lessons as well as through English lessons.

Children can also access online books from the Oxford Owl website. (teachers will advise each parent on the use of these)

OUP Oxford Owl website offers free e books for all primary aged children. Parents are directed towards the website so that their child can access age appropriate reading books, in the absence of paper books being available.	
4. Approaches to Learning: Our Principles	
The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach: • Planning will be informed by the feedback from previous remote learning • Pupils will study all areas of the curriculum as designed and shown on the school website and **appendix 2.** • Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning, such as practising writing, • Those who cannot attend school will access similar learning to that which their bubble is completing within school • Activities will be varied and not solely consist of 'screen time'; for example, texts will be downloaded and need to be read to access information. Research will be set using online resources and resources in the home environment. • Teachers will have access to a wide variety of resources to share remotely, such as photographic images, counting and other mathematical resources. Stories will be read by class teachers to the whole class. Teaching assistants will provide reading books and phonic resources to the home and then deliver daily teaching to the child via Teams or via the telephone if parents prefer. • Staff will have the training they need to provide online learning safely, including how to use Teams. • READING – including in all English lessons, plus phonic and library books available afternoons for collection and exchange.	A child will be told what they are expected to improve during the week. Feedback will come via live learning, individual or group feedback. Written feedback will also be provided as appropriate to the age of the child. The full curriculum will be delivered. Usually subjects like music and history for example may be taught for a set number of weeks then move onto different subjects over a half term. Topic or project work will be used to enable a fun approach, but with skills to be learnt made clear to each child. A child will see a teacher 'live' on screen most days. A child will experience live learning from their teachers or teaching assistant for phonics. A child will listen to a story or an assembly presentation each day. A child will receive feedback on their learning at least once a week as part of a group or individually according to need.

• All pupils will have access to the resources they need to learn. We will enable this by ensuring children have access to the internet. For children who are vulnerable or disadvantaged we will try to secure the loan of a laptop or similar if they are unable to attend school.	
• Through letters from the school and surveys, parents are encouraged to inform the school if they do not have the necessary technology to access the online learning being provided. When welfare calls are made to families not engaging with learning, parents will be asked if they have the necessary technology needed.	Parents will receive weekly plans which will outline the work set, what the child needs to do to be successful at the task and how the child can be supported to achieve that task.
• Teachers will communicate the purpose of activities and their success criteria for pupils, by written communication and via Teams or video as appropriate.	
• Pupils will access remote learning resources as part of in-school delivery to ensure workload is manageable for class teachers.	
• SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families, to inform them of the work that needs to be undertaken and the most effective way to support their child and what extra support the school can provide for their child.	
• COVID catch-up funding will be used effectively to tutor those children who are behind in phonics, reading, writing or maths as well as for supporting emotional wellbeing.	
• Staff workload will be managed by prioritising what is essential to provide for home learning as well as that for those in school. We will seek to plan documentation that can be easily accessed by a non-specialist.	
• Leaders will measure engagement in remote learning by surveying parents at the end of each week to find out how the work has been received and how we can improve on this further and use this information to review provision and make changes as necessary.	
5. Working with Parents	
	What will this look like for my child?

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND) We will provide guidance to parents on how to use Teams We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible so that they are able to keep up with the level and pace of the work being undertaken in school. Should parents be unable to access online work for any reason, they should contact the Head Teacher so that other arrangements can be made, for example the local authority may be able to provide a laptop and internet access. All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should remember that keeping safe on-line is essential and go to the website to read how to do this when at home.	Remote learning will be sent to parents via Teams. Parents will be able to communicate with teachers via Teams. Parents should contact the school if they are having problems supporting their child in engaging with remote learning.
6. Roles and responsibilities	**What will this look like for my child?**
Senior and subject leaders Alongside any teaching responsibilities, senior/subject leaders are responsible for: • Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely • Co-ordinating the remote learning approach across the school including monitoring pupils' engagement • Lead virtual meetings to ensure consistency across the year/subject • Monitoring the effectiveness of remote learning, including by sitting in on lessons, and scrutinising planning. By surveying parents on the effectiveness of work set and how it could be improved.	

- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning

- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

At times, your child may be taught by a member of staff who is not their usual class teacher.

Teachers

During periods of school closure, where Critical Worker children and vulnerable children are in school, teachers will teach in class in the morning and will plan, prepare and give feedback to children at home in the afternoons as well as overseeing the learning in the classroom.

Teachers will also provide some live learning to children at home during the morning.

If all teachers are not required to teach in class, these members of staff will be delivering learning and feedback to children at home.

Teachers will be provided with the necessary training on how to use Teams.

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

Teachers unable to work for any reason during this time should contact the Head Teacher

When providing remote learning, teachers are responsible for:

- Setting work:
    - o Teachers will set work for the pupils in their class or ability group.
    - o The work set will follow the usual timetable for the class had they been in school, wherever possible
    - o Teachers will deliver work using the Teams online platform
    - o Daily English and mathematics work and others subject will be set
- Submitting work to class teacher:

- o Teachers will indicate on their weekly plans, which work needs to be submitted and when. The work that is submitted will be designed so that the learning practised during the week will be evidenced in this final piece of work.

- o Parents are invited to share other completed work with the class teacher.

- Providing feedback on work:

  - o Phonics/Spelling: At the beginning of each week, teachers will carry out some basic assessment tasks with the children on screen, to assess their understanding of the previous week's work. Teachers will provide individual feedback for children (off-screen) who have shown that they need further support.

  - o In Reception, Year 1 and Year 2 children are required to send in a piece of written English and maths work at the end of the week. They will receive feedback on this work, at the start of the following week.

  - o Marking and feedback is given live on screen to groups without causing distress. Positives shared collectively, areas to improve are for the whole group.

  - o Concerns about the level of understanding for one child will be shared separately through an online chat or a telephone call to support the parents and child.

  - o The frequency with which teachers will provide feedback for all other subjects is dependent on the need and the stage of the learning journey that the child is at.

- Keeping in touch with pupils who aren't in school and their parents:

  - o The school has a communication plan for all children you are not engaging in remote learning to ensure that a child is safe and to ensure that a child's education is continuing.

Children are asked to regularly submit work to their class teacher on a weekly basis and they will receive feedback on this work.

o If there is a concern around the level of a pupil's engagement, the teacher will contact the parent to suggest alternative approaches. o Teachers will communicate with parents via Teams and answer any learning queries at their earliest convenience. o For technical and administrative queries, parents should contact the school office. o Teachers will check Teams chat boxes at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. o Where a child displays difficult behaviours or is unable/unwilling to comply, teachers will contact the child's parents to discuss ways to support engagement with remote learning. o Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view • Teachers will respond promptly to requests for support from families at home o Any complaints or concerns shared by parents or pupils should be reported to the Head Teacher: Annette Blewett o for any safeguarding concerns, refer immediately to the DSL Annette Blewett • Staff who are required to self-isolate are expected to: o Follow the normal reporting procedure for planned absence o Following contact with school, the Head Teacher may set up a referral to Occupational Health to support that individual o If the absence is Covid related obtain a test and share the result of this with school so that appropriate plans can be made. o If unwell themselves, teachers will be covered by another staff member who is part of that class bubble. Planning and other activities will not be undertaken until the teacher is fit for work. If staff who are providing live	Parents are asked to contact the school office for technical and administrative queries. Parents are asked to contact their child's class teacher regarding queries with remote learning. Teachers are able to support children who are finding it difficult to engage with remote learning.

learning are unwell, in the first instance, the live learning sessions will be provided by another member of staff. If it is not possible to provide cover for these live learning sessions, parents will be informed via Teams as soon as possible and independent learning will be provided.

Parents will be informed as soon as possible, if a teacher is unwell and not able to deliver the live learning for that child. Independent learning materials will be shared with parents if this is the case.

Teaching Assistants

Teaching assistants must be available during their usual working hours.

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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs

- Support the learning in the classroom

- Assisting the class teacher with supporting pupils

- Preparing home learning resources

- Undertake remote and/or online CPD training

- Attend virtual meetings with colleagues

- Communicate with parents

- Completion of work that accords with school improvement priorities

- Deliver small group or 1:1 live learning over Teams.

Teaching assistants may deliver small group or 1:1 live learning sessions.

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SEND leader

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs

- Identifying the level of support required by pupils

The Operations and Facilities Manager

- Ensuring value for money when arranging the procurement of equipment or technology.

- Ensuring that the school has adequate insurance to cover all remote working arrangements.

IT Technicians and Operations Manager

IT technicians are responsible for:

- Fixing issues with 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

- Assisting pupils and parents with accessing the internet or devices

- Providing support to staff and parents with accessing Teams.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day

Parents are asked to help their child to fully engage with live learning by ensuring that their child:

1. Has all resources ready for their live learning session
2. Has breakfast, lunch or snacks BEFORE the learning begins. (water is permissible)
3. Is not distracted by others in the household
4. Is sitting at a table to assist with writing.

Parents are asked to support their child in engaging with the timetable of remote learning to help their child make progress.

Parents are asked to allow their child to work independently to enable them to work things out without too much input from the adult. Often the purpose of the work is to enable a child to make connections with other learning elements and giving them the answer stops these connections from happening.

- 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

- Parents are asked to support their child in engaging with live learning by ensuring that; they have all resources ready for their live learning session, their child does not eat or drink (water is permissible) during learning, as far as possible they are not distracted by others in the household and they are sitting at a table to assist with writing.

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the timetable **Appendix 3**

- Support their children in their reading as far as they are able, so that they continue to read their home reading phonic book or access online reading resources via links provided by the class teacher.

- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus

- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered

- Seek help from the school if they need it, communicating with class teachers by Teams or by contacting the school office via telephone or email.

- Be respectful when making any complaints or concerns known to staff

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. Personal Data	
Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.	
8. Keeping Devices Secure	
All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to: • Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters • Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device • Making sure the device locks automatically if left inactive for a period of time • Not allowing family or friends to use the device • Storing the device securely to avoid theft • Ensuring that anti-virus and anti-spyware software is up to date • Installing updates to ensure that the operating system remains up to date	
9. Safeguarding	
Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on.	

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.	
10. Expectations of staff during online meetings	
When attending virtual meetings all staff should follow expected professional standards in relation to: • Dress code • Location, e.g. avoid noisy areas, nothing inappropriate in the background • Following the schools professional behaviour Code of Conduct	
11. Links with other policies and development plans	
This policy is linked to our: • Safeguarding and Child protection policy and covid appendix – see website for latest version • Behaviour policy • Data protection policy and privacy notices • Online safety acceptable use policy • Code of Conduct for Phone calls, Video conferencing and recorded video	

Appendix 1 Safeguarding children online during the covid closure

Appendix 2 Long term overview for curriculum subjects

Appendix 3 Remote learning timetable for each year group

Appendix 4 Communication with parents' policy