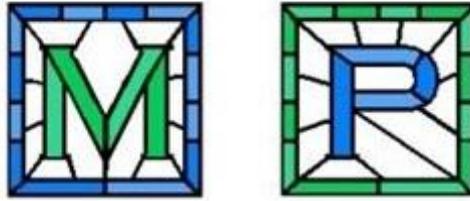


Monkfield Park



**Primary School and
Care & Learning Centre**

Remote Learning Policy

Approved by the Governing Body in

Autumn 2020

1. Aims

This Remote Education Policy aims to:

- Outline Monkfield Park's approach to educating children who will not be attending school, as a result of government guidance or the closure of a pod
- Make clear our expectations of staff who are self-isolating, but healthy and able to continue planning, teaching and assessing children's work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all children, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations for members of the Monkfield Park community with regards to delivering high quality interactive remote learning
- Include continuous delivery of Monkfield Park's broad curriculum, as well as support of children's well-being
- Ensure that children learn new facts and concepts, as well as reinforcing prior learning
- Ensure that children engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with children, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that children and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between Monkfield Park and families so that parents and children can access and make the best use of resources
- Ensure that children who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

This policy is applicable to:

- Children who are absent because they or a member of their household are awaiting test results and the household is required to self-isolate whilst the rest of their pod are attending Monkfield Park and being taught as normal. Individual children 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 pod who remain at Monkfield Park
- Children who are part of a whole pod which is not permitted to attend Monkfield Park because a member of their pod has tested positive for Covid-19.

3. Resources

Teaching and learning resources and activities will be set using the Seesaw and Office365 Teams apps:

- Seesaw- <https://web.seesaw.me/>
- Microsoft Office365 - www.microsoft.com

Details of each child's Seesaw QR code and Teams log in details will be attached to the inside front cover of the home learning books. Parents and carers may also request these details from the school office. Detailed user instructions for apps will be e-mailed to parents.

Children will have access to a wide range of online tools through existing school subscriptions. A full list of these will be e-mailed to parents and carers and will be posted on the online learning platforms where appropriate. These include:

Oak National Academy- <https://www.thenational.academy/>
Purple Mash - www.purplemash.com
Espresso- <https://www.discoveryeducation.co.uk>
ReadWrite Inc phonics – www.ruthmiskin.com
Oxford Owl- www.oxfordowl.co.uk
Radiwriter speller- <https://login.radiwriter.com/>
Accelerated reader- <https://ukhosted43.renlearn.co.uk/2171850/>
Mathletics,- www.mathletics.com/uk/
Maths Whizz- <https://www.whizz.com/>
Times Table Rockstars- <https://trockstars.com/>
Third space learning- <https://accounts.thirdspacelearning.com/v1/users/login>

Printed learning packs will be provided where parents request them or where they are deemed to be more accessible for individual children. These will consist of paper copies of the materials uploaded onto the online learning platform for the child's year group and will be differentiated to meet the child's individual needs. All books and other physical learning materials provided for children to use will be subjected to the quarantine guidelines set out in the Covid-19 risk assessment.

The detailed remote learning planning and resources to deliver this policy can be found on the school's M drive which is accessible to staff in school and remotely.

All policies and the code of conduct to support this policy can be found in: staff shared (M)/Policies/Management.

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
- Children will study a broad range of subjects which reflect the full, rich curriculum taught in school
- Children will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their pod is completing within school
- Activities will be varied and not solely consist of 'screen time'; for example children will have wellbeing activities and physical education tasks to complete in addition to practical science, art and design technology activities
- Teachers will have access to a wide variety of resources to share remotely
- Resources will be quality assured by subject and senior leaders, who will monitor these as part of the planned work scrutiny which takes place every two weeks
- Staff will have the training they need to provide online learning safely, including in-house training and that provided by the ICT service'
- All children will have access to the resources they need to learn. We will ensure this by providing children and parents with log in details for the learning platforms and individual logins and passwords for all the resources used
- Teachers will communicate the purpose of activities and their success criteria for children, by using the steps to success systems outlined in the school's Marking and Feedback Policy
- Children will access remote learning resources as part of in-school delivery, so that they become used to these ways of working. Using Seesaw and Microsoft Office 365 in class will build their familiarity with these platforms.

- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families through weekly telephone calls from the SENDCo, daily communications via the online learning platforms with the class teacher and by supporting Teaching Assistants to continue to carry out 1:1 work with children via Microsoft Office 365 Teams sessions
- COVID catch-up funding will be used effectively to provide children with additional tuition where assessments indicate that this will promote accelerated progress
- Staff workload will be managed by allocating staff meeting time to carrying out essential tasks e.g. inputting data, moderation of assessments and completing individual support plans
- Leaders will measure daily engagement in remote learning and use this information to review provision and make changes as necessary.

5. Working with Parents

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 children, such as those who have special educational needs and disabilities (SEND).

We will provide guidance to parents on how to use the online learning platforms and Resources will be shared with children and parents via Seesaw and Microsoft office 365.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible, using the suggested timetables provided. Should parents be unable to access online work for any reason, they should contact the school office so that other arrangements can be made and paper packs of the resources provided.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Children and their parents should remember that the Acceptable Use Policy is still applicable when children are learning at home.

6. Roles and responsibilities

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 children's engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning by reviewing the work set for each year group via work and planning scrutiny
- Ensuring that staff, children and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and children 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

Teachers

Teachers will be provided with the necessary training on how to use Seesaw and Microsoft office 365

When providing remote learning, teachers must be available between 08:50 and 15:30 each day, Monday to Friday

Teachers unable to work for any reason during this time should inform the Headteacher so that alternative arrangements can be made to upload work and provide feedback for the children.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers in each year group will work collaboratively to set and differentiate work for the children in both classes in their year group
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Teachers will set work using the Seesaw and Microsoft office 365 online platforms
 - Daily English and mathematics work and one other subject will be set by 9am each day
 - In addition wellbeing and physical education challenges will be set to promote healthy lifestyles
 - Planning and resources will be monitored by the Senior Leadership Team as part of their scheduled scrutiny every two weeks
- Providing feedback on work:
 - Reading, writing and mathematics work will receive feedback within 24 hours of the work being uploaded
 - Work in other subjects will be marked and receive feedback as soon as possible after completion
 - The frequency with which teachers will provide feedback is set out within the Marking and Feedback policy
- Keeping in touch with children who aren't in school and their parents:
 - Teachers are expected to make weekly contact via the online learning platforms or phone calls where there are specific wellbeing concerns
 - If there is a concern around the level of a pupil's engagement, the teacher should inform the Headteacher and Deputy Headteacher who will contact the family
 - Teachers should only use the office e-mail address to communicate with parents and children. All parent/carer emails should come through the school admin account
 - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
 - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Headteacher and/or Deputy Headteacher
 - 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, by bringing these to the immediate attention of the Headteacher and/or Deputy Headteacher
 - Any complaints or concerns shared by parents or children should be reported to the Headteacher; for any safeguarding concerns, refer immediately to the DSLs- Annie Howell and Lauren O'Rourke
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
 - Obtain a test and share the result of it with school so that appropriate plans can be made
 - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

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, Deputy Headteacher or SENCO
- Assisting the class teacher with supporting children using the remote learning platforms Seesaw and Microsoft Office 365
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents where working with children they support on a 1:1 basis in class
- Completion of work that accords with school improvement priorities

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 SENDCO

- Liaising with the ICT technician to ensure that the technology used for remote learning is accessible to all children and that reasonable adjustments are made where required.
- Ensuring that children with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for children with EHC plans and IHPs
- Identifying the level of support required by children

The Business 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 Technician

The IT technician is 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 children and parents with accessing the internet or devices

Children and parents

Staff can expect children 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:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable provided for their child's year group
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via Seesaw and/or Microsoft office 365
- 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 contacting the school office via e-mail or telephone
- 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 children's 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 children's 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 one of the DSLs. If staff are unable to contact someone and it is an urgent matter, they must 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 3rd September 2020.

Staff must ensure all communication with parents and children 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 as detailed in the staff handbook
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety and acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for all online apps, tools and resources.