



St Sidwell's CE Primary School and Nursery

Remote Learning Policy Key Stage 1

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Context:

According to Guidance (updated 28 August 2020) **“where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote learning. Schools should monitor engagement with this activity as set out in the section for all schools and local authorities section.”**

31/09/20: The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020. The Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020.

St Sidwell's CE Primary School and Nursery wants to ensure that all our children can continue with the best quality education and support in their learning whether they are in school or learning from home during these challenging times.

Key Headlines from government guidance that have informed the Remote Learning policy:

- Use a curriculum sequence that provides access to high-quality online and offline resources that are linked to the school's curriculum planning and expectations. **(Seesaw Online Learning)**
- Based on guidance, the curriculum for home and remote learning should focus on the teaching of a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Where necessary schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.
- The online tools are consistent across the school Key Stages, in order to allow for interaction, assessment and feedback.
- Children who do not have suitable online access will be provided with a digital device if possible or printed resources that allows them to access the school curriculum.
- Younger children and some SEND pupils may not be able to access remote learning without support and so schools should work with families to meet their needs appropriately and provide a customised programme of study.
- Meaningful and ambitious work is set each day in a number of different subjects.
- Knowledge and skills are built on incrementally.

- Clear explanations of content are delivered by a teacher through high quality resources or videos.
- Teachers will plan a programme of equivalent length of the core teaching pupils receive in school.
- Teachers gauge how well pupils are progressing through the curriculum using questions and other suitable tasks.
- School sets clear expectations on how regularly teachers will check work.
- Avoid long term projects or internet research activities.
- Pupils learning is monitored and support is given to ensure they master the curriculum and make good progress.

The following will only take place IF a child/group of children/class are self-isolating due to suspected or confirmed Covid 19 within their household. It is NOT for when a child/group of children are poorly due to a general cold, tummy bug or if they themselves have Covid 19.

Appendix A provides an outline for 4 possible scenarios:

- Contingency for Child self- isolating for any reason due to covid.
If a test has been taken, please inform the school when a test result is known.
- Pod or year group isolating at home for 2 weeks due to a confirmed covid case – where the teacher is well enough to deliver home learning.
- Pod or year group isolating at home for 2 weeks due to a confirmed covid case – where the teacher is too unwell to deliver home learning. Other school staff will provide content.
- Whole school lock down.

1. Aims

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.

2. Roles and Responsibilities

2.1 Teachers

When providing remote learning, teachers working hours will be 9-3.30pm with an hour for lunch. The DSE (Display Screen Equipment) regulations advise that short frequent 10 minute breaks should be taken after **50-60 minutes** continuous screen work. Teachers need to ensure they adhere to this. Teachers will still need to have PPA time and this will be staggered through the week.

If teachers 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 procedures and normal protocols will be followed.

When providing remote learning, teachers are responsible for:

Providing learning through:

- The use of Seesaw Online Journal.
- A morning Seesaw video announcement to welcome children and prepare them for the day.
- The use of videos of explanations, demonstrations and modelling, either from school, agreed on-line providers or generated and uploaded onto Seesaw by the class teacher.
- Daily Maths and Read Write Inc/ English activities will be set for children and where appropriate, new learning will be taught through a clear sequence of progression. Tasks will be differentiated to match the needs of the children.

- Creating topic/science-based activities for the children. Year 2 will use their Knowledge Organisers to support this.
- Creating a menu of PE & Outdoor activities for children to choose from. These topic grids will be created across the school to aid in the sense of community and allow siblings to work together on certain activities and challenges.
- Signposting children to online lessons and learning opportunities through programs such as Alphablocks, CBeebies, Bitesize, Oak Academy, Accelerated Reader, Spelling Shed, Charanga, Scratch and any other sites deemed suitable.
- Uploading learning to Seesaw.
- Uploading a story each day by the teacher.

Providing feedback on work

- Completed work from pupils must be uploaded using Seesaw.
 - English and Maths activities MUST be uploaded by 1.00pm to enable time for any feedback and/or for the teacher to adapt plans to meet children's needs.
- The teacher will provide online written or verbal feedback or an acknowledgement, using Seesaw for all pupils for tasks that they have requested be uploaded.

Keeping in touch with pupils and parents when not in school:

- Teachers are expected to make regular contact daily with their class as part of the morning welcome and expectations for the day.
- Teachers will respond to parents by Seesaw during working hours only and within 24 hours.
- Any complaints or concerns should be discussed with SLT prior to responding to the parents. For any safeguarding concerns, refer teachers to the section below.
- If children fail to complete learning, they should firstly discuss this with the child's parents/carers to overcome any issues or make minor adjustments. If after this discussion the child still fails to complete learning, teachers should discuss this with SLT, so that the school can decide upon a bespoke response pertinent to that child and their family.

Attending virtual meetings with staff, parents and pupils:

- Dress will be in line with the school Code of Conduct.
- Locations will be appropriate with nothing personal behind – blank background.
- Teachers will ensure that their own children are being attended to away from where they are teaching and that no one else is in the room, or enters the room.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal 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.

When assisting with remote learning, teaching assistants will work under daily direct contact with the class teacher.

When assisting with remote learning, teaching assistants are responsible for remote working in pairs or small groups. Where a TA is working with a child on a 1:1 basis or in groups, an adult must be in the room accompanying the child.

Attending virtual meetings with staff, parents and pupils:

- Dress will be in line with the school Code of Conduct.
- Locations will be appropriate with nothing personal behind – blank background.

- TAs will ensure that their own children are being attended to away from where they are teaching and that no one else is in the room.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of their subject curriculum needs to change to accommodate remote learning and guiding phase groups as to what aspects may be more suited to 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, is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject and providing any feedback and support or advice moving forward.
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach.
- Monitoring the effectiveness of remote learning – through holding regular pupil achievement team meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents. These meetings will be minuted and outcomes and actions shared.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding leads

The DSL supported by the DDSLs is responsible to:

- Co-ordinate regular phone calls for targeted families: weekly/daily.
- Provide advice and support to families in need.

Co-ordinate distribution of hampers/food parcels and vouchers to vulnerable families as required.

2.6 IT

Staff are responsible for the day to day:

- Resolving issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing alongside the IT Technician.
- 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.
- Any issue that cannot be resolved by a member of staff will be reported to TME by the IT Technician or SLT, who will be able to provide appropriate support and advice.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete learning to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Show good attitudes to learning; knowing and using their growth-mindset and learning skills, to help them stay self-motivated and succeed in their remote learning.
- Alert teachers if they are 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 cannot complete work.**
- Be proactive in supporting their child to access, engage with and successfully complete the remote learning being provided.
- Work with their child/children to keep good working/learning habits through the use of visual timetables and having an identified working space; useful resources will be provided to parents on the school's website.
- Be aware of online safety and advice using the school website & other sites.
- Seek help from the school if they need it, listen to advice and act upon it.
- Be respectful when raising any questions or concerns with any member of staff.

2.8 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.

3. Who to contact

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

- Issues in setting work to match the needs of the children – talk to the relevant subject lead or SENCO.
- Issues with behaviour – talk to the relevant SLT or SENDCo.
- Issues with IT – seek support from other staff, the IT Technician and if needed TME.
- Issues with their own workload or wellbeing – talk to the DHT/ HT/ SENDCo
- Concerns about data protection – talk to the data protection officer.
- Concerns about safeguarding – talk to the DSL Team.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:

- Data can be accessed on the secure SIMs system or on the school server.
- Using school devices not their own personal ones. If this cannot be done staff must ensure their device has all relevant fire walls and safety settings.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to seek permission for this to happen.

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

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:

- 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.

5. Safeguarding

All safeguarding policies are available on the school website and on the drive. During remote learning the school will continue to adhere to these policies. It is advised that staff re read the e-safety policy during any period of remote learning and relevant e-safety lessons are taught during this time. The school will provide regular advice and e-safety information and resources for parents, via the newsletter and website to support them keep children safe while working in this way.

6. Monitoring arrangements

This policy will be reviewed in July 2021. At every review, it will be approved by St Sidwell's CE School Safeguarding and Curriculum Governors.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- The school's emergency plan and any relevant risk assessments such as the RA100
- Whole School Risk Assessment
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- E- safety policy

APPENDIX A



Home school agreement for lockdown learning

In the event of your child needing to isolate or your child's pod/year group isolating we as a school ask for your support to engage with and complete home learning remotely. The learning will start on the day of isolation or as soon as is possible .

What are the different remote learning scenarios?

The learning will look different according to the circumstances:

Scenario 1; One child isolating at home for covid reasons or is awaiting test results.

Please inform the school when test results have been received.

Scenario 2; Your child's pod, year group or the whole school is isolating at home for two weeks due to a confirmed COVID case. Your child's teacher is well and able to deliver home learning.

Scenario 3; Your child's pod or year group isolating at home for two weeks due to a confirmed COVID case. Your child's teacher is unwell and unable to deliver learning therefore this will be delegated to senior leaders in the school.

What will the learning look like?

Timetable of the day for scenario 1:

9:00am – Watch out on Seesaw for a post. The post will contain learning videos, activities and links.

Timetable of the day for scenario 2:

9:00am – A Seesaw video announcement to welcome children and prepare them for the day ahead.

Parents please 'like' this so that the teacher knows that you have watched this.

Your child's morning of learning:

One Seesaw activity on Maths

One Seesaw activity on Read Write Inc / English

Activities from children to be uploaded on Seesaw by 1.00pm

3.00pm - meet for storytelling to end the day.

Additionally, over the course of the week delivered on Seesaw:

Year 1:

1 piece of Topic / science /RE

Challenges based on play

One activity on outdoor learning
& Two P.E activities (*these will be accessed from the whole school curriculum web*)

Year 2:

Topic/ science/ RE activities using the Knowledge Organisers

Challenges set by class teacher

One activity on outdoor learning & Two P.E activities (*these will be accessed from the whole school curriculum web*)

Timetable of the day for scenario 3:

Your child's morning of learning:

9:00am – Watch out on Seesaw for a post to start on the next day of isolation. The post will contain learning videos, activities and links.

How we are going to support you at home:

1. If your child does not have a device to access the learning at home, we will provide one if possible (a loan agreement will need to be completed before the device can be given)
2. We will send home a learning exercise book for them to record work in and some resources may be given. **Your child needs to bring this book into school when they return**
3. Teachers hours will be between 9 -3:30pm for direct contact via Seesaw
4. We ask that you post your child's English and Maths activities by 1.00pm and a roundup of your child's learning in no more than one other post per day by 3:30pm at the latest.
5. Additionally to this, we will signpost you to our school webpage where you will find links to support with your child's learning.

How can you support your child at home:

1. **Make the school aware if your child is sick or otherwise cannot complete work by phoning the school and leaving a message and also by class email marked 'URGENT'.**
2. Be proactive in supporting your child to access, engage with and successfully complete the remote learning being provided.
3. Work with your child to keep good working/learning habits through the use of visual timetables and having an identified working space; useful resources will be provided to parents on the school's website.
4. Seek help from the school if they need it, listen to advice and act upon it.
5. Be respectful when raising any questions or concerns with any member of staff.

I have read the above information and agree to support my child with their home learning during the required period. I will also adhere to the school's photograph permissions policy, ensuring that no pictures of other children or staff will be shared on social media, or taken as screen shots or any recordings taken during teaching.

Name: _____ Date: _____

Signed: _____

Please see surveymonkey link to agree this policy.



Actions to be taken by Teachers

Scenario 1

1 child or small group self isolating for covid reason or awaiting a test or are covid +ve

- Initial check in with child via Seesaw- can they access a digital online device? (School will provide one if needs be)
- Follow the links posted on Seesaw to start on the next day of isolation. Encourage use of existing age appropriate learning like: Spelling Shed, Timestable Rockstars, BBC Bitesize, Alphablocks, CBeebies, Oak Academy, Accelerated Reader, Oxford Owl, Charanga, Scratch and any other sites deemed suitable.etc.
- Expect parent to respond by the end of the day with a single Seesaw post by 3:30pm.

Scenario 2 :

Whole class or pod is self isolating for two weeks.

- 9:00 am. A seesaw announcement to welcome the children and prepare them for the day.
- 1 x Seesaw maths introduction video and activity. 1 x Seesaw Read Write Inc introduction video and activity / English.
- 3.00pm: Seesaw Story telling.
- Year 1 - Challenges based on play / Year 2 - Topic, RE and Science activities using Knowledge Organisers and challenges.
- One activity on outdoor learning and two P.E. activities from the whole school curriculum P.E/outdoor topic grid.
- Encourage use of existing age appropriate learning like: Spelling Shed, Timestable Rockstars, BBC Bitesize etc.
- Expect each child to have posted a response to the English & maths learning by 1.00pm and to all other day's learning before 3:30pm in order for it to be responded to. (Only 2 posts please).

Scenario 3

Whole class pod needs to self isolate due to CV and the teacher is unwell

- **As Scenario 1**
- Other team member will be supported by a member of SLT.
- Follow the links posted on Seesaw to start on the next day of isolation. Encourage use of existing age appropriate learning like: Spelling Shed, Timestable Rockstars, BBC Bitesize etc.
- Expect parent to respond by the end of the day with a single tapestry post by 3:30pm to be responded to.