

Spaxton CofE Primary School

'Together we flourish and achieve'



Remote Learning Policy

LINKS: [Behaviour for Learning Policy](#), [Livestreaming agreement for parents](#), [Pupil protocol for live sessions](#)

DATE: September 2020

POSTHOLDER RESPONSIBLE: Rachel Rood

MONITORED BY: Local Governance Committee

DATE RATIFIED BY GOVERNORS: 7th October 2020

AUDIENCE: Staff, parents, students

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Approved on behalf of Governing Body: _____ (Chair of Governors)

Approved on behalf of School: _____  _____ (Head of School)

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Remote Learning Policy

'Together we flourish and achieve'

Inspired by: I Corinthians Ch 13 Vs 4-8

Those who belong to our school: protect, trust, have hope, persevere, show courage and respect.

Specific Aims

- To provide remote learning provision to all our pupils whilst prioritising the health and wellbeing of all our stakeholders. This will always be our number one priority.
- To outline our approach for pupils that will not be attending school, as a result of government guidance or the closure of a class bubble
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.
- To outline our entire provision should we go into Lockdown due to Covid-19.

Who is the policy applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- o A continuous, dry cough
- o A high temperature above 37.8°C
- o A loss of, or change to, their sense of smell or taste

- o Have had access to a test and this has returned a positive result for Covid-19

This policy is intended to outline expectations for a class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to following household isolation guideline will be supported on a case by case basis, primarily with work being uploaded onto ClassDojo daily to mirror the work being taught to the rest of the class in school.

Leadership of Remote Learning

Rachel Rood (Head of School) is the designated lead for remote learning.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils that are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The governors and Head of School at Spaxton Cof E Primary School are fully aware that these are exceptional times and would like to make it clear that the **completion of work is compulsory.** However, if the level of work is causing problems, flexibility will be needed from the school. It is important that communication is two-way and that families alert school to any problems with completing work on time.

Each family is unique and because of this, should approach home learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families

in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should.

It is important to contact the school if there are any issues completing the work so that a discussion can be had to discuss what support can be put in place.

Teacher expectations

Teachers will plan lessons that are relevant to the curriculum focus for that year group and endeavour to supply resources to support tasks for home learners. Work for the day in English, Maths and other subjects will be posted on the class page of ClassDojo by 9.00am each morning.

- Worksheets to accompany lessons;
- Links to websites that are needed to support the completion of learning;
- There will be some recorded/live teaching such as scaffolding of new concepts or spelling tests;
- Links to projects found on the internet which the school will be taking part in.

Work uploaded should support 3 hours of home learning for Key Stage One and 4 hours of home learning for Key Stage Two. The work set will be a mixture of work that may require parental support and work that all children can complete independently. This will include tasks that do not involve a screen to support children's mental and emotional health.

- Any resources used, including websites and worksheets, should, where possible, be shared with home learners via ClassDojo. Staff will add these resources electronically and it will be the responsibility of families to use these resources at home (or contact the school to ask for a 'paper pack')
- Teachers will support the remote learning using resources from White Rose, Oak National Academy, BBC Bitesize and where ever else they feel appropriate.
- Teachers will host a daily Zoom call to the whole class to check in on well-being and answer any questions. Teaching assistants are welcome and actively encouraged to join these calls.
- Behaviour of pupils both in school and those at home during live video calls should be in line with the school's [Behaviour for Learning Policy](#).
- Staff will respond promptly, within reason, to requests for support from families at home. This should be done via messages on ClassDojo. Staff and parents should communicate via their child's ClassDojo page.
- 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.
- Teaching assistants will hold weekly calls with individuals to check on well-being and carry out home reading. Any children who are a concern for well-being to be flagged to the Head of School and Pastoral Support Worker.
- Pastoral Support Worker to call children who receive interventions with her during normal schooling once a week to offer support and will provide resources where necessary.

- Staff will log who they communicate with on a daily basis to ensure all children are engaging. Any children not engaging will be allocated to a teaching assistant who will call a couple of times a week to help and support.
- Staff will provide feedback on any work uploaded on to ClassDojo. Teachers will provide a written comment and award dojo points where appropriate.
- Teachers will monitor work being submitted and will provide additional support, where necessary, to ensure pupil progress. This may be on a one to one basis or whole class basis and this is why work will not be set in advance to allow for adjustments to be made to teaching.
- Dojo points to be awarded for excellent engagement, completion of good work, excellent effort.
- Staff will only be available to communicate with families during normal school hours.

Remote Learning of Children with Special Educational Needs

Where possible, without impacting on staff workload, an extra longer phone call consultation will happen and regular check-ins will be longer to discuss what additional support may be given through remote learning. Teachers will differentiate work so as to aid independent learning at home including the consolidation of basic skills.

The SENDCO will also send a message via ClassDojo to parents of those children on the SEND register to check that they are managing with expectations from school and offer further support and guidance if necessary.

Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would therefore recommend that each 'school day' maintains structured. At least 4 hours (3 hours for KS1) of study a day with regular breaks, focusing on English and Maths in the morning and topic based or physical learning in the afternoon. However, this is just a guide and should be adjusted to suit individual family needs.
- If a class bubble is isolated, the children will be sent home with their home reading book in addition to their home learning book – this is so that work that children complete at home can be kept safe, ideally in their exercise book, and can be brought back to school when safe to do so or scanned/photographed and uploaded to their ClassDojo portfolio.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via ClassDojo or by contacting the school office. They should make clear which year group and subject the question relates to. Communications will only occur during normal school hours.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work and encouraging them to work with good levels of concentration.
- Before participating in any online live calls, parents and children should have read the [Livestreaming agreement for parents](#) and the [Pupil protocol for live sessions](#). After reading these they should complete the consent form via the Arbor app.
- Pupils participating in online live calls are expected to behave in a manner in line with the school's [Behaviour for Learning Policy](#).
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPad). These will be discussed on case-to-case basis.

- We would encourage families to participate in regular physical exercise as this aids fitness as well as mental health and wellbeing.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- Following contact with school, the school office manager, may set up a referral to Occupational Health to support that individual.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by the Head of School and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Monitoring

The remote learning provision provided by Spaxton CofE Primary School will be monitored on a regular basis. Work set by individual teachers will be accessible by all senior members of staff so that we can review that the work being set for pupils is in line with school policies and that there is consistency across the school. When monitoring the provision, we will refer to the DFE's guidance on [Remote education good practice](#).

As part of our monitoring, we will conduct regular parent surveys to gain feedback and adapt our provision, where appropriate.

During the event of a national lockdown, weekly staff meetings will continue to be held to reflect staff wellbeing, monitoring of pupil wellbeing and engagement and to discuss areas that are going well and where we can adapt our provision.

Appendix 1

Protocol for telephone, live video or email contact with pupils from teachers from their homes

This is a special short - term policy for how telephone communications between pupils and Class Teachers or Support Staff from School will take place during the Covid-19 lockdown while schools are closed.

The following actions must be in place:

Data Protection of pupil's confidential information at Staff's homes- Staff will ensure the confidentiality around pupil contact details in their homes.

- The pupils' details will be accessed through Arbor which is password protected.
- Staff must not keep a written record of any personal details.
- **The details will be kept away from the eyes of any of the Teacher's family members.**
- If the teacher emails any children the email address must be typed in Bcc even if to a single pupil.
- If there are any accidental data breaches they must be reported immediately to the Head of School.

Data Protection of staff's confidential information- Staff will ensure the confidentiality around their personal details.

- School email addresses are not confidential and can be openly used by anyone wishing to contact you. **DO NOT** give them out to parents instead use ClassDojo to share information.
- Your telephone number is personal and private to you, you will be using personal devices either landline or mobile phone so please **block your number from being revealed.**
- Landlines type in 141 prior to entering the pupil's number
- Mobile phones- identify how your individual device allows you to block your number when calling someone.

Conversations that concern or worry you

- If parents are struggling, be supportive but avoid getting into discussions about other pupils, I am sure you would anyway.
- Refer parents to the EPS Helpline
- If things worry you, please treat it as a concern and email the Head of School immediately with all the details you would normally put onto a concern sheet. These will be uploaded onto the child's profile on Arbor.

Shared and agreed boundaries

You are still expected to behave professionally in accordance with the school Safeguarding Policy and KCSIE 2020

The staff-pupil relationship is not equal. Teachers and all education professionals are in a unique position of trust, care, responsibility, authority and influence with their pupils.

Appropriate language

You can and should develop good strong trusting relationships with the pupils that you teach, but you are not "friends" with them. On this basis always be thoughtful about the language that you

might be using. Sensitive thought and challenge should be explored in relation to inappropriate language or terms. **Just talk to them as you would at school!** Examples to avoid include:

- Use of inappropriate names or terms of endearment.
- Inappropriate conversation or enquiries
- Disrespectful or discriminatory treatment of, or manner towards, young people based on their perceived or actual sexual orientation.
- Humiliation, profanity or vilification.
- Suggestive humour, “banter”, jokes or innuendo of a sexual nature.

Information-sharing

Avoid sharing personal information. Your online boundary-setting is equally as important as your school and classroom-based boundaries. Remember that social media is just that – social. Examples to avoid:

- Discussing personal lifestyle details of self, other staff or pupils.
- Correspondence of a personal nature via any medium (phone, text, letters, email etc) that is unrelated to the staff member’s role. This does not include class birthday cards and the general acknowledgement of other celebrations – warmth and thoughtful modelling remains important.
- Adopting an on-going support or welfare role, beyond the scope of your position, or a role that is the responsibility of another staff member (e.g. a school counsellor, designated teacher, designated safeguarding lead) or external professional, that occurs without the permission of senior staff or the Headteacher.
- Photographing, audio recording or filming pupils via any medium without authorisation from the Head of School or without parental consent.
- Using personal rather than school equipment for approved activities, unless authorised in writing by the Head of School.
- Correspondence or communication (via any medium) to or from pupils where a violation of professional boundaries is indicated and where the correspondence has not been provided to the Head of School.