

Turnfurlong Infant School

Remote learning policy



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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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

Teachers have a responsibility for planning learning, delivering teaching, providing feedback to children and assessing children's knowledge and understanding in order to plan for future learning and measure progress over time.

When delivering remote learning, the priority will be on teaching skills in the core subjects (English – including speaking and listening, Maths and Science). We know that young children are active learners who learn best through practical, 'hands-on' experiences where they can apply what they know and understand. A full day of live online teaching where children are sat still in front of a screen would not support their development. Our model for online learning provides opportunities for teachers to check in with children's well-being, to model and explain new skills and concepts and to assess knowledge and understanding. The structure of a day would therefore include a combination of live teaching inputs in and recorded teaching inputs for core subjects (English, Maths, Science). Children will be expected to work independently, 'off-line' for some of the teaching day. In the Early Years (Nursery and Reception), this will include ideas for adult supported playful learning at home.

As an Infant school, we recognise that the relationship between teachers and support staff, children and their peers is fundamental to a child's emotional well-being and success at school. Our experience of lockdown in 2019/2020 showed us that children's well-being and mental health improved when children had regular contact with their peers and teaching staff whether face-to-face in small bubbles or through live online contact.

For this reason, whenever there is a lockdown (whole school, year group or class bubble), there will be a live online whole class meeting using Microsoft Teams at the beginning of the morning and at the end of the school day for all school year groups.

The content for these meetings at the beginning and end of the day will include:

- A register to check who is present online at the beginning and end of the day
- A 'meet and greet' to check in with children at the beginning of the morning to set the expectations for learning for the day and to share the visual timeline with the 'timetable' structure for the day
- Teaching Assistants or Student teachers could also lead a meeting at the beginning or end of the day
- Teaching Assistants work closely with teachers in the classroom and they have a significant impact on the children's learning and well-being and so we will include them in these meetings wherever possible
- The end of day meeting may include a story, singing and rhyme session, an assembly or a reflective discussion

Following on from the meeting at the beginning of the morning, there will be three teacher inputs across the day to teach English, Maths and another topic related area of the curriculum.

- An 'input' from the teacher is to model an activity or skill, explain a new concept or to develop a concept further. This could be live or pre-recorded.

- Following on from this input, teachers will work with a small group online whilst the rest of the class completes a task independently. A teacher will work with all children online across the week. They might not work with every child in a small group every day.
- There will be a 'plenary time' to catch up at the end of each online learning session (to include time when the children are working independently) to discuss learning as a group/class, share what children have achieved, share success, ask questions and to enable teachers to assess understanding and identify where children may need further extension or support.

Some foundation subject areas might be delivered by a recorded input e.g. PE with James, our PE specialist.

Teachers may also use materials from sources such as the BBC Bitesize, The Oak National Academy, The Literacy Shed, Twinkl. Early Years teachers may also provide links to websites aimed at parents to support learning through play.

Teaching may be delivered by a class teacher, teaching assistant or student teacher. Class teachers are entitled to time out of the classroom for planning, preparation and assessment (PPA) as part of their terms and conditions of employment. When teachers are delivering learning remotely they will be 'covered' by another member of staff, just as they would be in school.

The weekly timetable, any printable resources and a list of resources needed for the week would also be made available to parents on the school website. Printable resources would be kept to a minimum.

Where access to ICT is a barrier for home learning, school will provide home learning packs.

Where a lockdown is announced with notice, children will be provided with the following to take home:

- Reading books for guided reading (Reception, Year 1 and 2)
- Singapore Maths workbooks (Year 1 and 2)
- Whiteboard and whiteboard pen (Reception, Year 1 and 2)

If a teacher is unable to work for any reason whilst there is a lockdown (whole school, year group or class bubble), for example due to sickness or caring for a dependent, they should report this using the normal absence procedure and cover will be arranged for the class.

When providing remote learning, year leaders are responsible for:

- Leading and coordinating sequences of lessons for remote learning, following curriculum maps, that can be delivered with consistency across the three classes in a year group
- Key Stage 1 weekly planning should be shared with Deputy Headteacher by Thursday
- Nursery and Reception weekly planning should be shared with Headteacher by Thursday
- Extension activities and links to online learning should be emailed to the school office to be uploaded onto the school website by Thursday
- Extension activities and links to support online learning activities should be uploaded onto the Microsoft Education online learning platform at the beginning of the working week

When providing remote learning, teachers are responsible for:

- Working under the leadership of the year group leader to plan sequences of lessons for remote learning, following curriculum maps, that can be delivered with consistency across the three classes in a year group
- Contributing to year group short, medium and long term planning. This may mean taking responsibility for planning for a particular subject.
- Delivering sequences of lessons that follow year group planning. This may include teaching children in other classes in the year group.
- Managing and directing the Teaching Assistant to work with groups of children and deliver small group interventions as part of remote learning
- Reading skills should be taught in small guided reading groups by the teacher at least once a week during lockdown.
- Spellings should be given weekly (Year 1 and 2)
- Writing teaching should follow the Storytelling Schools model with agreed core books as the focus of planning
- Maths teaching should follow the Singapore Maths model – concrete, pictorial (teacher input), abstract (independent work in workbook) with opportunities for journaling and extension (Year 1 and 2)
- Work needs to be set to be completed by children by the end of the school day and uploaded onto the Microsoft Education online learning platform
- Children should give feedback to their teacher on how easy or difficult they found the work using a traffic light system (red – too hard, I need some help with this, amber – it was challenging but I was able to do this, green – easy, I need something a bit harder)
- Feedback should be given by teachers to children via Microsoft Education before they complete their next extended task
- Teachers should also use live plenaries, inputs and check-ins to give specific feedback
- Giving feedback to parents on their child's progress through termly online Microsoft Teams parent meetings if health and safety restrictions do not allow parent meetings to be delivered as usual

Virtual meetings with staff, parents and children

When engaged in virtual meetings and online teaching, staff should ensure that they are dressed according to the dress code specified in the staff handbook.

Staff and children should ensure that there is a neutral background behind them. Meetings should always take place in an open area of the home with as little background noise as possible, never a bedroom.

In the event of whole school closure as a consequence of local or national lockdown, children who are in school will be included in remote learning via Microsoft Teams.

Keeping in touch with pupils who are not in school

Schools have a critical role to play in safeguarding children's well-being and welfare alongside our professional responsibility for teaching and learning.

When children are not in school and are not present in online learning sessions the teacher should alert the Headteacher of their absence.

If the class has been locked down as a bubble, the year leader will attempt to make contact with the family by telephone to ascertain the reason for absence and/or whether there are specific barriers for engagement to learning that need to be addressed. If the year leader is unavailable, the Deputy Headteacher or Headteacher will attempt to make contact with the family.

Alternatively, where English is not the first language in the home, it may also be helpful to ask a member of staff who speaks the family's home language to contact the family.

Teachers should ensure that all children in their class have had contact with a member of staff at least once a week. This may include a Teaching Assistant. Where phone calls are made, staff should ensure they speak with the child, as well as their parent. Records of contact (date, time) should be kept securely in the teacher's markbook.

Any Safeguarding or Child Protection concerns should be shared immediately with the Designated Safeguarding Lead (Rebecca Ochiltree) or, in her absence, the Deputy Designated Safeguarding Leads (Jenny Glen, Kate Whiteman). Concerns should be treated as confidential and not shared with any other member of staff.

The Safeguarding and Child Protection policy will be followed.

Emails

Wherever possible, teachers should speak to parents on the telephone but there are occasions when emails arise.

Teachers will not respond to emails from parents after 5pm or at weekends. When responding to emails to parents, teachers should copy Rebecca Ochiltree, Headteacher, into their responses.

Teachers may choose to forward emails to the Headteacher for her attention rather than answering them themselves.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their working hours unless, in the case of a local or national lockdown, they are leading a keyworker bubble.

If teaching assistants 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 are responsible for:

- Supporting the class teacher to maintain contact with the children in their class (weekly telephone calls)
- Delivering remote online support to small groups of children identified by the class teacher, year group leader or SENDCo
- Joining the class teacher for online class inputs

- Providing short-term online cover for the teacher where necessary

2.3 Curriculum Coordinators

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- In the event of a longer term local or national lockdown, monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

2.4 SENDCo

Alongside their teaching responsibilities, the SENDCo is responsible for:

- Working closely with year leads to ensure that the needs of all children with SEN are being met within remote learning to enable them to make progress
- Ensuring that the priority actions for children with Education, Health and Care plans (EHCPs) continue to be met as successfully as possible in the event of local or national lockdown
- Communicating with parents and carers where children have identified or emerging SEN
- Ensuring that annual reviews for children with EHCPs are met through remote meetings
- Liaising with outside agencies to access professional advice and support for individual children
- Ensuring that other professionals are aware of the school's COVID Risk Assessment and are able to access the school site as and where it is safe to do so
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2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.6 Designated safeguarding lead

The DSL is responsible for:

- Implementing the COVID appendix of the Child Protection and Safeguarding policy
- Working with the Deputy Designated Safeguarding Lead to ensure that any specific training needs for staff relating to Child Protection and Safeguarding and lockdown are addressed
- Ensuring that Safeguarding is a standing item on all meeting agenda

2.7 IT staff and IT Coordinator

Our IT technician is responsible for:

- Fixing issues with systems used to set and collect work
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Our IT coordinator is Jenny Glen, Deputy Headteacher. She is responsible for

- Helping staff and parents with any technical issues they are experiencing
- Assisting pupils and parents with accessing the internet or devices

2.8 Pupils and parents

Staff can expect pupils 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 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 can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.9 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 – talk to your year lead, relevant subject lead or SENDCo
- Issues with behaviour – talk to your year lead
- Issues with IT – talk to Jenny Glen, IT Coordinator
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to Rebecca Ochiltree, Headteacher who will refer to the Data Protection Officer
- Concerns about safeguarding – talk to Rebecca Ochiltree, Designated Safeguarding Lead

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use their school laptop
- Data is accessed via secure cloud service (Evidence Me – Nursery and Reception, Microsoft Education) and a server in our school IT network

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as professional email addresses as part of the remote learning system.

Staff are reminded to collect and/or share as little personal data as possible online.

Teaching sessions should not be recorded

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
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

At Turnfurlong Infant School we follow the Buckinghamshire Council Safeguarding and Child Protection policy. This is a statutory policy that is reviewed annually and an appendix was added to reflect the COVID scenario.

It was last reviewed in September 2020 and can be found on our school website under the 'Our School' tab.

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher and Senior Leadership Team. At every review, it will be approved by the Full Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices

- Home-school agreement
- ICT and internet acceptable use policy
- E-safety policy