

Turnfurlong Infant School

Remote learning policy (part of Emergency plan)



Approved by:	Governing Body	Date: September 2020
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1. Aims

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result the [Remote Education \(England\) Temporary Continuity \(No.2\) direction](#) no longer has effect. This policy therefore provides examples of when Turnfurlong Infant School may move to a remote learning model and

This remote learning policy aims to:

- Provide examples of situations where Turnfurlong Infant School may move to a remote learning model for an individual child or group of children
- Provide a definition of critical worker and otherwise vulnerable child
- 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. Examples of when Turnfurlong Infant School may move to a remote learning model

1. The Local Authority or UK Government advises attendance at school to be temporarily limited for any reason
2. The whole school has to close temporarily due to weather conditions making the site unsafe e.g. a snow day
3. The school building, or part thereof, is unable to open temporarily due to any other health and safety grounds
4. A class or year group is advised to move temporarily to remote learning by the UK Health Security Agency
5. A child is unable to attend school due to self-isolation on health grounds, but parents agree that they are well enough to engage in learning at home

Any decision to close the whole school is made in joint consultation with the Chair of Governors and the Headteacher at Turnfurlong Junior School.

Parents are informed of whole school or partial closures via ParentMail, the school Facebook page and the Buckinghamshire Council website [School Status \(buckscc.gov.uk\)](https://www.buckscc.gov.uk)

We do not provide work for children who are taken on holidays during term time by their parents or for any other period of unauthorised absence.

3. Critical workers, children with SEND and otherwise vulnerable children

At the beginning of an academic year, we will request information from parents regarding critical worker status. Family circumstances can change. Therefore, this list must be updated annually. It is the responsibility of parents to provide updated information on request and inform us at any point if they are no longer a critical worker.

Critical workers

When attendance at school is temporarily limited, we will try to provide a place at school if a child has a parent who is a critical worker where it is safe to do so (see Appendix 2). However, please note that advice from the government is that parents should keep their child at home if they can.

[Emergency planning and response for education, childcare, and children's social care settings \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106422/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings.pdf) June 2022

Where children have a place in school it is likely that they will be taught by a teacher, teaching assistant or student teacher who is not their usual class teacher.

In Nursery and Reception, we may need to temporarily mix the age groups of children who would otherwise be educated or cared for separately. Staffing ratios would be guided by all relevant requirements and by the needs of individual children within the group.

Children with SEND and otherwise vulnerable children

Children with SEND

When attendance at school is temporarily limited, we will try to provide a place at school if a child has an Education Health and Care Plan (EHCP) where it is safe to do so.

Otherwise vulnerable children

Some children are considered to be more vulnerable. This can be due to any of the following reasons:

- They are assessed as being in need under section 17 of the Children Act 1989, (including children and young people who have a child in need plan or a child protection plan)
- They are looked-after by the local authority
- They have previously received support from Early Help or Buckinghamshire Children's Services team
- They are currently open to a Buckinghamshire Children's Services assessment
- They are adopted
- They have a Special Guardianship Order
- They may have difficulty engaging in remote learning at home e.g. lack of electronic devices, no place to study
- They are living in a family circumstance that presents challenges for them e.g. drug and alcohol misuse, parental offending, adult mental health issues, domestic abuse

The school and the Local Authority also have the discretion to include children who need to attend to receive support or manage risks to their mental health.

4. Access to Technology

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

If a national or local directive to close schools 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)

I-Pads may also be loaned to families with an agreement between home and school.

5. Roles and responsibilities

5.1 When providing remote learning, year leaders are responsible for:

- Ensuring sequences of lessons for remote learning follow curriculum maps and learning ongoing in school
- Planning an average of three hours remote learning a day for pupils in Year 1 and 2
- Remote learning plans should be uploaded onto the Microsoft Education online learning platform by the beginning of the working week
- We recognise that snow days are relatively infrequent in Buckinghamshire. Therefore, in the event of a short-term whole school closure due to extreme weather, such as a snow day, year leaders will be able to upload one-off thematic planning to Microsoft Teams to enable children's learning to include the opportunity to experience snow first-hand.

5.2 Teachers

When the school, or a class within it, is required to close for more than twenty four hours, teachers will move to full remote teaching and learning on Microsoft Teams from Day 2.

Closures that are temporary are often sudden. Teachers will spend Day 1 organising a timetable to send to parents and setting up groups on Microsoft Teams.

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. 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
- A 'plenary' to catch up at the end of the school day to discuss learning, share success, ask questions and for teachers to assess understanding. This may include a story, singing and rhyme session, an assembly or a reflective discussion
- 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
- Teaching Assistants or Student teachers could also lead a meeting at the beginning or end of the day

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 could therefore include a combination of live teaching inputs 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.

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.

If a teacher is unable to work for any reason whilst their class is not in school, they should report this using the normal absence procedure and cover will be arranged for the class.

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 and learning ongoing in school
- 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
- Feedback should be given by teachers to children via Microsoft Teams either via email or live, following the expectations of the school assessment policy
- Teachers can 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

5.3 SENDCo

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

5.4 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

5.5 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

6. Safeguarding

At Turnfurlong Infant School we follow the Buckinghamshire Council Safeguarding and Child Protection policy. This is a statutory policy that is reviewed annually at our first Governors meeting of the year. It was last reviewed in September 2021 and can be found on our school website under the 'Our School' tab.

Designated Safeguarding Lead	Rebecca Ochiltree, Headteacher
Deputy Designated Safeguarding Lead	Jenny Glen, Deputy Headteacher
Deputy Designated Safeguarding Lead	Vicky Stockwell, Early Years Co-ordinator
Deputy Designated Safeguarding Lead	Karen Henry, Staff Governor

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.

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 due to temporary closure and are not present in online learning sessions the teacher should alert the Headteacher of their absence.

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 who are not in school due to temporary closure 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, Karen Henry, Vicky Stockwell). Concerns should be treated as confidential and not shared with any other member of staff.

The Safeguarding and Child Protection policy will be followed.

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 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:

- Be familiar with how to log on to Microsoft Teams with their child's log in details and password
- 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
- Be respectful that teaching remotely is still a relatively new skill for staff

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.

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

9. 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

10. Data protection

10.1 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 Teams) and a server in our school IT network

10.2 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.

10.3 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

11. 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.

12. Links with other policies

This policy is linked to our:

- Emergency plan
- Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E-safety policy

Appendix 1

A typical remote learning daily timetable for Year 1 and 2 during an extended closure might look like this from Day 2:

9.00-9.15	9.15-9.30	9.30-10.00	10.00-10.15	10.15-10.45	10.45-11.15	11.00-11.45	11.45- 12.00
<p>Live:</p> <p>Meet and greet – expectations for the day</p> <p>Register</p>	<p>Live:</p> <p>Teacher input – modelling skills, explaining task and what to submit</p>	<p>Children working independently</p> <p>Live: Small group working online with teacher/teaching assistant</p> <p>Challenge activity on offer</p>	<p>Live:</p> <p>Teacher check-in</p>	<p>Break</p>	<p>Live:</p> <p>Teacher input – modelling skills, explaining task and what to submit</p>	<p>Children working independently</p> <p>Live: Small group working online with teacher/teaching assistant</p> <p>Challenge activity on offer</p>	<p>Live:</p> <p>Teacher check-in</p>
12.00-1.00	1.00-1.15	1.15 -2.30					2.30-3.00
<p>Lunch</p>	<p>Register</p> <p>Live:</p> <p>Teacher input – modelling skills, explaining task and what to submit (WALT and WILF)</p>	<p>Children working independently</p> <p>Live: Small group working online with teacher/teaching assistant</p> <p>Challenge activity on offer</p>					<p>Live:</p> <p>End of day plenary</p> <p>Register</p>

A typical remote learning daily timetable for Reception during an extended closure might look like this from Day 2:

9.00-9.15	9.15-9.30	9.30-10.00	10.00-10.20	10.20-11.45	11.45 - 12.00
Live: Meet and greet – expectations for the day Register	Live: Teacher input – Phonics	Break	Live: Teacher input – modelling skills, explaining task and what to submit (WALT and WILF)	Children learning, playing and investigating independently Ideas and activities to support children’s learning through play shared with parents via school website Live: Small group working online with teacher/teaching assistant	Live: Teacher check-in
12.00-1.00	1.00-1.20	1.20-2.30			2.30-3.00
Lunch	Live: Teacher input – modelling skills, explaining task and what to submit (WALT and WILF)	Children learning, playing and investigating independently Ideas and activities to support children’s learning through play shared with parents via school website Live: Small group working online with teacher/teaching assistant			Live: Story. Singing and rhyme session ‘What you’ll need for tomorrow’ Register

A typical remote learning daily timetable for Nursery during an extended closure might look like this from Day 2:

8.30-8.45 12.30-12.45	8.45-10.00 12.45-2.00	10.00-10.20 2.00-2.20	10.20-11.10 2.20-3.10	11.10-11.30 3.10-3.30
<p>Live: Register</p> <p>Meet and greet with keyperson, visual timeline, introduce adult led activities – who am I playing with this morning</p>	<p>Children learning, playing and investigating independently</p> <p>Ideas and activities to support children's learning through play modelled and shared with parents via school website and Microsoft Teams</p> <p>Live: Small group working online with teacher/teaching assistant</p>	<p>Snack time with keyperson –</p> <p>Focus on Communication and Language</p>	<p>Children learning, playing and investigating independently</p> <p>Ideas and activities to support children's learning through play modelled and shared with parents via school website and Microsoft Teams</p> <p>Live: Small group working online with teacher/teaching assistant</p>	<p>Live: Story. Singing and rhyme session with keyperson</p>

Appendix 2

Critical workers as defined by the Government [Emergency planning and response for education, childcare, and children's social care settings \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104422/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings.pdf) – June 2022

Parents whose work is critical to an emergency response include those who work in health and social care and in other key sectors outlined in the following sections. If exceptional circumstances mean that attendance is temporarily limited, children with at least **one** parent or carer who is a critical worker can go to their setting if required, **but parents and carers should keep their children at home if they can.**

Health and social care

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare

This includes

- childcare • support and teaching staff • social workers • specialist education professionals who must remain active during an emergency response to deliver this approach

Key public services

This includes

- those essential to the running of the justice system • religious staff • charities and workers delivering key frontline services • those responsible for the management of the deceased • journalists and broadcasters who are providing public service broadcasting

Local and national government

This only includes those administrative occupations essential to the effective delivery of:

- an emergency response • essential public services, such as the payment of benefits including in government agencies and Arm's length bodies (ALB).

Food and other necessary goods

This includes those involved in food:

- production • processing • distribution • sale and delivery • as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines)

Public safety and national security

This includes:

- police and support staff • Ministry of Defence civilians • contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to an emergency response) • fire and rescue service employees (including support staff) • National Crime Agency staff • those maintaining border security, prison and probation staff and other national security roles, including those overseas

Transport

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during an emergency response, including those working on transport systems through which supply chains pass.

Utilities, communication and financial services

This includes: • staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure) • the oil, gas, electricity, and water sectors (including sewerage) • information technology and data infrastructure sector and primary industry supplies to continue during an emergency response • key staff working in the civil nuclear, chemicals,

telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services) • postal services and delivery • payments providers • waste disposal sectors