Cranbrook Primary School

Remote Learning Policy

(Draft)

Approved by the Governing Body on: Going to Governors in the Spring Term

Review Date: Spring 2022

Chair of governors' signature:

Contents

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Continue high quality Blended Learning experience

2. Roles and responsibilities

2.1 Teachers in the event of a bubble closure

Teachers must be available between 8.30am and 4pm. If they're 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 procedures on the designated absence number. If it affects the completion of any work required ensure that arrangements have been made with Year Group team or Phase Leader to ensure work is completed.

Teachers are responsible for:

- Running their Microsoft 365 Classroom- setting work for home learning when a year group bubble closes.
- Ensure that the year group isolation help booklet (Appendix B) is up to date – including the timetable.
- The timetable must include a mixture of live lessons, pre-recorded lessons and/or pre-set work via the website (Years 1-3) and Class Note (Years 4-6).
- Holding live registration sessions via Microsoft Teams at 8.45am and 1pm
- Ensuring children have access to lessons from 9am to 3pm the same length taught in school.
- Ensuring children have continued interaction with the teacher and other pupils
- Liaising with year group partners to produce weekly English and Maths plans
- Creating online resources to support lessons throughout the week on the school website and Class Notebook.
- These will range from pre-recorded lessons by the class/year group teacher, live lessons, Oak Academy resources, Phonics Bug Club and White Rose (Maths) videos.
- Ensuring children know how to complete assigned work, turn it in, use templates, take photos of written work and upload
- Marking and commenting of children's work
- Class emails- Emails received in the class email inbox from parents and pupils are to checked between 9am and 4pm, Mon- Fri. Emails must be replied to within 48hrs. Only send replies between these times.
- Any issues that are received are to be dealt with professionally by the class teacher. If there is an issue that needs further attention, teachers must contact their phase leader or a member of SLT for advice.
- Delivering online safety reminders to children- how to interact on the live stream, cyber bullying, appropriate language and safe searching. This is a continuation of lessons taught in school.
- Continue the use of the 'Online Safety' resources which support children's safe use of resources within an online environment at a time when they will spending much more time online.

Providing feedback on work:

- Pupils can send any completed work to teachers via year group emails.
- Teachers can email back feedback to enable pupils to make progress (in Years 4-6 Class Notebook will be used).
- Teachers should respond to any emails from parents/children within 48 hours (excluding weekends).

2.2 Support staff in the event of a bubble closure

Support staff must be available between 8.30am and 3.30pm. If they're 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 procedures on the designated absence number. If it affects the completion of any work required ensure that arrangements have been made with Year Group team or Phase Leader to ensure work is completed.

Support staff are responsible for:

- Keeping in touch with pupils and parents:

  - Through MS Teams for small group or one-to-one sessions

  - Make contact with those pupils/parents who have not attended the registrations times in the mornings and afternoons and for non-attendance in lessons. This would be done through a phone call.

  - Withheld numbers may be used so that teaching assistants can use their mobile phones from home. Contact details can be accessed from the contact details sheet for each class. For GDPR purposes, please ensure you do not share information with a third party. Inform the office if you are unable to establish contact with a parent.

  - Record all contacts with parents on CPOMs and add any relevant actions. Example CPOMS comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.' Alert the safeguarding team with any immediate concerns via telephone. Do we need to record all conversations? Where do we record conversations?

  - Contact should be polite and encouraging. Do not give out any personal details. Any concerns should be raised with the class teacher. If the concern is of a CP nature, contact a member of the CP Team (Phase leader being the first point of contact).

  - Attend all virtual meetings unless otherwise agreed by the teacher and phase leader.

  - Supporting pupils with learning remotely when requested by the SENDCo

  - Prepare and provide hard copy packs for children who may require this.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for supporting teachers with setting relevant online learning via Microsoft Teams

2.4 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 – reviewing work set by teachers weekly, monitoring
- Monitoring attendance and email correspondence between parents and teachers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead / Deputy DSLs

The DSL/Deputy DSLs are responsible for maintaining contact, collating, passing on information and responding to any CP concerns.

See the COVID-19 amendments to the Child Protection Policy

2.6 Pastoral Staff (Well-being Team)

Pastoral staff are responsible for:

- Keeping in touch with any of the children they support
- Make contact with other vulnerable children as needed
- Make contact with and support parents who may require this
- Support staff members as and when required

2.7 IT staff

IT staff are responsible for:

- Creating emails
- Addressing training needs of staff around use of MS Teams
- Fixing issues with systems used to deliver, set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Updating Online Learning page on the website

2.8 Pupils and parents

- Staff can expect pupils learning remotely to take part in live online sessions.
- Timetables will be provided to ensure pupils are aware when they need to take part in these sessions.
- Complete work to the deadline set by teachers. Seek help if they need it, from teachers or teaching assistants. This is to be done via email.
- Alert teachers if they're not able to complete work.
- Behave in an appropriate manner during live lessons and when communicating via Office 365.
- Staff can expect parents/carers with children learning remotely to ensure children are online to take part in live sessions and are given the opportunity to complete independent work linked to live sessions.
- Make the school aware if their child is sick, can't attend a lesson or can't complete work.
- Seek help from the school if they need it. School staff will direct parents to the relevant member of staff who will offer such support (academic, well-being or technical).
- Be respectful when reporting any complaints or concerns 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 systems are appropriately secure, for both data protection and safeguarding reasons
- Year Group Link Governors to attend an online lessons

3. Self-isolation

A self-isolation booklet (Appendix C) is available for each year group on the school website (Remote Learning Page), which provides links to access home learning. The booklets are tailored for all year groups. It also gives advice on how to structure the day (timetable), email address of the class teacher and other useful advice.

Individual children who are self-isolating will be provided with guidance via the school website which will include a list of websites to access for each year group. Pupils will still be expected to complete their weekly homework tasks which parents will be informed by the school newsletter/website. Work can be uploaded so the teachers can provide feedback.

Any teacher who is self-isolating but does not have symptoms, will teach remotely from home to their class. The class will be supported in school by support staff and SLT. Feedback will be given throughout the lessons by the class teacher and peer marking will be used to identify and address misconceptions. The teacher will mark the children's books on a Friday and will return them to school for Monday.

4. Who to contact

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

- Issues in setting work – talk to the relevant subject lead/SENDCo/SLT
- Issues with behaviour – talk to the SENDCo/SLT
- Issues with IT – talk to IT Team (Hamadou (IT Manager), Khaium (Computing Lead) or Cassim (IT Team Lead)
- Issues with their own workload or well-being – talk to their Phase Leader/SLT/Well-being Team
- Concerns about data protection – talk to Amanda (School Business Manager) or an SLT Member
- Concerns about safeguarding – talk to the DSL\Deputy DSLs

All staff can be contacted via the school email addresses. Phone numbers can be obtained from Linda or Rhonda (for emergencies or very urgent situations)

5. Data protection

5.1 Accessing personal data

When accessing personal data:

- All staff have access to CPOMS to record any Safeguarding concerns which is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party. Please contact a member of the Safeguarding Team as per reporting protocol.
- Teachers are able to access parent contact details via contact sheet created for each class or SIMS using a secure password. Do not share any details with third parties and ensure SIMS is logged off.

- SLT have the ability to locate personal details of families when required through securely accessing SIMS. SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.
- Use remote desktop to access information thus reducing the risk of a data breach. Do not copy sensitive data onto your personal device or onto any removable storage device such as a USB memory stick.

5.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

5.3 Keeping devices secure

These tips are based on our Online Safety Policy, Acceptable Use Policy Agreements and GDPR Policy. Talk to the data protection officer contact at school (Amanda) or IT Team for more help.

All staff members will take appropriate steps to ensure their devices remain secure. Some of these measures have been implemented by the IT Team. 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 or lock the device (Windows+L)
- 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

6. Safeguarding

All staff have read, understood and acknowledged Part A of the KCSIE 2020. Please read and become very familiar with the Safeguarding Policy, procedures and updates concerning safeguarding in relation to home learning (COVID-19 amendments to the Child Protection Policy). All staff have read and signed the Acceptable use Policy (AUP). All class teachers have delivered, discussed the AUP for pupils and a signed register given to the IT Team. Policies are on the school website.

7. Monitoring arrangements

This policy will be reviewed (when there is a release of any new DfE guidance) by SLT. At every review, it will be approved by all members of the Senior Leadership Team with the full Governing Body reviewing the policy yearly.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Computing and Acceptable use policy
- Online safety policy
- Email Policy

9. The Journey at Cranbrook Primary

The Journey at Cranbrook Primary school so far…

Phase 1: March 2020

- Home learning set on the website - weekly (Password protected for all year groups)
- Learning covered the core subjects, PE and well-being
- Teachers produced videos with messages of encouragement including a message from Jas
- Resource list sent out to all parents so that they have activities available should they want to do more work
- Included Oak Academy and BBC Bitesize – full lessons with tasks set
- Videos created once a week for children – online lesson
- Responded to parental requests for feedback on home learning
- Class emails created and parents could send completed tasks to the class teacher via email. Class teacher respond to the task (first draft marked). Children complete their final task
- One genre across the school for a writing task (weekly)
- At one point, parents felt that there were too websites and work so school responded by reviewing the work set and prioritised the websites to use
- Parents then requested more interactive learning
- Children with SEND – resources printed out and parents collected

Phase 2: June 2020   Office 365 (including MS Teams)

- School set up Microsoft Office 365 suite – including MS Teams – Government Funding
- Staff training – two sessions (main focus on making face to face contact (live lesson)
- Three sessions completed (by this Friday)
- Staff have managed the sessions well, considering short time frames
- Staff who required further help were assisted by Hamadou (IT technician)
- Parents were sent guides for joining meetings
- Currently: Nursery and Reception invited through ParentMail. Y1 to Y6 – Log into their online classroom at specified dates and times/timetable sent out to parents
- Parents who had difficulties logging into lessons – helped by Hamadou and the Office
- As the weeks progress – less issues around logging in
- This was one of our main aims in preparation for September
- Further training will focus on home learning resources and feedback to children.
- Hamadou and Cassim continue to develop and cascade technical skills – Online guides and videos, research and recently joined the DfE Edtech Demonstrators Programme
- Staff have been great at sharing their ideas on online teaching and some have assisted with possible

Phase 3 September 2020 (government guidance)

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision
- Develop remote education so that it is integrated into school curriculum planning
- Audit of laptops and devices in the home
- Class timetables planned, communicated and delivered when required
- Roll out training to all staff
- SEN pupils identified and allocated support staff
- Communicate plans to parents/carers to offer support
- Training for pupils

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach 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*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant

demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

A range of resources to support schools in delivering remote education is available:

- Curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.

- DfE has produced a quality assured list of remote education resources which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools

- Oak National Academy have made available video lessons covering the entire national curriculum, available to any school for free. These were developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

- Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

Our approach to blended learning at Cranbrook Primary School (during a class/year group or school lockdown)

We need to ensure consistency in the approach to blended learning for pupils who are not in school.

Clear expectations for all members of the school community will be communicated with regards to blended learning including the appropriate guidelines for data protection. We will differentiate between individual pupils who are self-isolating and/in bubbles that may be sent home following a confirmed case.

Outlined below is the guidance for teachers to support blended learning

Question	Answer
What do I use to teach my live lesson?	Miscrosoft Teams
How do I share the work children have to do?	Years 1 to 3 Upload work on the homework section (on school website) for children to complete.

	Years 4 to 6 *Share via 'Class Notebook' on MS Teams*
Where do the children upload their work?	<u>*English*</u> *Years 1 to 3* *Children complete tasks in their books. Then take a picture of their work and email to the class teacher.* *Years 4 to 6* *Share via 'Class Notebook' on MS Teams* <u>*Reading*</u>*- Class teacher to go through children's responses during the lesson.* <u>*Maths*</u>*- children to complete their work in a 'maths book'- Class teacher to go through answers during the lesson.*
How do I contact parents?	*Contact parents via their email address. This can be found in the contact details sheet on the T-drive. Please be aware of GDPR responsibilities. This list is NOT to be printed or copied to another location.*
What do I do if a child doesn't have a table/laptop etc.?	*School will provide the child with one. CT must make a note of all the children who don't have access to a laptop/computer to use Microsoft Teams.*
What do I do if a child forgot their log in details?	*All their login details are saved on the T-Drive within the 'ICT login' folder.*
How do I conduct my online lesson?	*Please see guidance below in preparation for your lessons. Use MS teams training guidance for delivery of lessons (T:Drive\Computing\INSET). This was also emailed to all staff.*

Home Learning Timetable

Please note that the following timetables are examples.

In EYFS and KS1 the pupils have been given a purple book to keep at home ready for any home learning. In Years 4-6, the children will record their work on Notebook via Microsoft teams, including in their orange book.

In addition Reception to Year 2 will be given whiteboards and pens to keep at home to support their home learning.

The content of lessons and timings will differ depending on the year group being taught.

Split Group Timetable:

	Group A	Group B
8:45 – 9:00	REGISTER ALL CHILDREN	
9:00 – 9:30	Reading Lesson 1	Carry out task from previous day
Transition/Break		
9:40 – 10:10	Carry out independent reading task	Reading Lesson 2

BREAK		
10:25 – 10:55	Writing Lesson 1	Carry out independent Reading task
Transition/Break		
11:05 – 11:35	Carry out independent Writing task	Writing Lesson 2
11:35- 12:20	Lunch	
12:20- 12:50	Marking and feedback	
	REGISTER ALL CHILDREN	
1:40- 2:05	Maths Lesson 1	Carry out independent Writing task
Transition/Break		
2:15- 3:00	Carry out independent Maths task	Maths Lesson 2

Whole Class Timetable:

A.M.	
8:45 – 9:00	REGISTER ALL CHILDREN – Download Register Attendees
9:00 – 10:00	GGR whole class reading including independent task 45 minutes Self Marking – 15 minutes
BREAK	10:00 – 10:30
10:30 – 11:30	Writing English Lesson
11:30 – 12:00	English Edit for improvement and Self Assessment
12:00 – 1:00	Lunch
P.M	
1:00 – 1:05	REGISTER ALL CHILDREN - Download Register Attendees
1:05 – 1:30	Recovery Curriculum Task
1:30-2:30	Maths Lesson, Times Tables Practice and Games Maths Self Assessment
2:30 – 2:45	Read for pleasure to pupils
2:45-3:00	Reflection on the day. Set expectations for next day.

10. Teacher guides/support resources

Checklist for Virtual Online lessons

- *Think about the location you are presenting from. Think about safeguarding - avoid bedrooms and check backgrounds.*

- *Make sure you have a class list with you during your lesson.*

- *Take a register of the pupils in attendance. Follow up on children not attending sessions*

- *Give instructions at the beginning of the lesson of how the lesson will be conducted. (Turn off chat function in the 'General' section of the online classroom).*

- *Before the lesson starts, ensure that parents/carers and siblings have left the areas where the virtual online lesson is being held.*

- *Ensure all pupils get an opportunity to speak during the lesson.*

- *Encourage children to submit their homework by the deadline date set.*

- *Attendance register is completed twice a day through SIMS. For children who do not attend lessons, normal safeguarding procedures will be followed (phone call home). This will also apply to children not submitting their completed tasks.*

- *At the end of the lesson, encourage all pupils to attend the next virtual online lesson and every session set for them.*

- *Follow up with parents, if the children have not engaged to the level expected (especially around appropriate behaviour).*

- *Use the full checklist of information and skills questionnaire (Appendix A).*

11. Appendices