



Rivermead Primary School

Policy on Remote Learning

Committee Responsible: Learning and Teaching

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Background

This policy is to ensure the ongoing education of Rivermead Primary School pupils under unusual circumstances where remote learning is required. This policy will outline aims, roles and responsibilities and actions the school will take should any future closures take place from an illness epidemic. It also covers the ongoing education of teams, classes and individual pupils who cannot be in school due to isolating but are able to continue with their education when the school remains open.

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 and safeguarding.

2. Roles and responsibilities

2.1 Teachers

From the start of term, September 2020, all teachers are expected to be working in school planning and delivering the National Curriculum for the children in their class. Lessons will be delivered in person in a similar way to pre-Covid 19 practice however teachers are expected to follow the safe working practice outlined in the school's Risk Assessment.

The school and staff will continue to use Microsoft OneDrive as the main platform for delivering remote learning as introduced in March 2020 however the quantity and delivery of content will vary depending on the circumstances outlined below.

1. Remote learning available for individual pupils who cannot be in school due to isolating while their class remains open.
2. Remote learning if a class teacher is self-isolating (however fit for work).

3. Remote learning for whole class/year group if partial or full school closure is required.

2.1.1 Remote learning for individual pupils

When providing remote learning, teachers are responsible for:

- Working in collaboration with their year group partner to ensure consistency of approach, equal opportunities to access the learning and teaching of all learners.
- Uploading a weekly overview of core learning onto the year groups Microsoft OneDrive account. This weekly overview will outline the content of learning that is taking place for the remaining children in the class/year group. In addition to this teachers will
 - Provide additional PowerPoint/tutorial video or links to supporting website if required.
 - Worksheets and/or activity support to provide structure and scaffolding to aid learning and completion of the learning objectives.
 - Consider how families with limited access to devices and online platforms can still access learning opportunities being provided.
- Ensuring that the information shared is brief in comparison to weekly lesson plans however will provide support to children to access and engage with the learning objectives being covered in their absence.
- Using online platforms familiar with the pupils and used throughout the school. The teachers can set learning for the children and track and monitor completion and progress. Platforms include:
 - Purple Mash (Whole School) and Mini Mash (EYFS) provide a full range of software for learning activities across the curriculum and allow staff to set 'To Dos' for children to complete. www.purplemash.com/sch/Rivermead
 - Differentiated maths activities can be assigned and completed through Mathematics (Whole School) www.mathletics.com/ ,
 - Times Tables Rock Stars (Year 2 to 6) <https://trockstars.com/>
- Ensuring the learning is uploaded on each year groups Microsoft OneDrive account by Monday morning at 9am.
- Supporting any families unable to access online content, teachers will arrange for documents to be printed and made available to be collected from the school office.

The feedback the teachers will provide is dependent upon the time the individual is absent from school. For absence less than a week (5 school days) pupils will bring in their learning into school on their return to receive feedback from the teacher. For absence longer than a week learning is to be sent into the year group e-mail account where feedback will be sent via e-mail from the teacher.

Teachers will be informed about pupil absence from the admin team. If the student absence exceeds a week (5 school days) then the TA will keep in touch with pupils who aren't in school and their parents once a week via a phone call and Teachers will via e-mail.

Teachers will be working with their class daily between 8:30 and 3:15 and will be unable to make contact outside of their PPA time and after 4:30.

2.1.2 Remote learning if a class teacher is self-isolating.

If a class teacher is having to self-isolate however is well and fit for work they are expected to provide learning for the children in their class remotely. Teachers are responsible for:

- Planning of all daily/weekly lessons and ensuring all supporting resources are saved on the server in the whole school planning folder.
- Providing virtual lesson inputs & support for their class/group for all subjects excluding PE and those delivered by PPA/Leadership cover staff. During these virtual lessons, support provided by TAs/Cover staff in the classroom.
- Pre-recorded inputs from the remote learning on the OneDrive can be used where appropriate, e.g. to support teachers with childcare or caring for dependants. Pre-recorded inputs should not be used all day, as children require feedback, and supporting staff need direction.
- In EYFS and KS1, staff to record/live stream the RWI phonics lesson for their group or upload official sessions through the Ruth Miskins RWI Portal.
- In KS2 to record/live stream the input to Comprehension/Book Talk lessons.
- Liaise with Teaching Assistant/cover staff and team leader regarding their daily timetable and lesson content/expectations to ensure similar standards of learning are met in their absence.
- Continuing to assess the learning in their class and make amendments and update planning based on feedback from TA/Cover teachers to inform future lessons.
- Break time and lunchtime to be taken in-line with the Year group's timetable and any break duties to be covered by other staff in the team. Any schedule meetings need to be attended virtually.

2.1.3 Remote Learning for whole class/year group or during whole school closure

When providing remote learning, teachers are responsible for:

- Working in collaboration with their year group partner to ensure consistency of approach, equal opportunities to access the learning and teaching of all learners.
- Uploading a daily overview of core learning onto the year groups Microsoft OneDrive account. Each overview will then be fully supported with required teaching materials including PowerPoint and/or videos for each lesson outlined. Teachers will also upload any worksheets and support/scaffolding material to support pupils with their learning.
- Using Microsoft Teams for holding any live class sessions/lessons with the children. For all pre-recorded Learning videos these will be uploaded onto the Microsoft OneDrive account. These videos will be available to view through the Microsoft OneDrive accounts which are password protected. Parents are informed that the videos are for viewing only and not to be downloaded or shared.
- The learning uploaded may make use of online platforms used throughout the school where teachers can set learning for the children and track and monitor completion and progress. Platforms include:
 - Purple Mash (Whole School) and Mini Mash (EYFS) provide a full range of software for learning activities across the curriculum and allow staff to set 'To Dos' for children to complete. www.purplemash.com/sch/Rivermead
 - Differentiated maths activities can be assigned and completed through Mathletics (Whole School) www.mathletics.com/ ,
 - Times Tables Rock Stars (Year 2 to 6) <https://trockstars.com/>

- The learning will be uploaded on each year groups Microsoft OneDrive account by 4:40pm for the following day.
- For any families unable to access online content, teachers will arrange for documents to be printed daily and made available to be collected from the school office. The school will also liaise with families to support with any ICT needs and lend laptops to support their access to remote learning as required.
- Monitoring and responding to all e-mails received in their year group learn e-mail. They will reply within 24 hours between Monday-Friday.

During class/year group or school closure children will be invited to e-mail in their learning via the school's year group e-mail. Teachers will provide an acknowledgement, praise and where appropriate next steps via e-mail reply.

Where teachers have set learning on Purple Mash, children will receive feedback directly through the platform. For learning set through Purple Mash, Mathletics and TT Rockstars, children's learning will be reviewed and the information will be used to inform teacher's planning and next steps.

If the school is experiencing a prolonged whole school closure, the teachers will request books to be handed in on completion of writing units and/or after 3 weeks. The teachers will provide praise or next step feedback to either individuals or whole class as appropriate depending on their year group and nature of task. The teachers will use the information from these book looks and reviews to inform planning and next steps.

For short term class/year group closures of 7-14 days all communication will be via Microsoft OneDrive and the year group e-mail address. For any closure exceeding 14 days teachers will contact learners every third week of school closure. This communication will take place either by telephone or Microsoft Teams and arranged via the 'School Cloud' parents evening booking system.

If complaints or concerns are shared by parents and pupils, teachers are to forward them to SLT to work in collaboration for resolving situations. For any concerns regarding safeguarding all parties should refer to the school's safeguarding policy and contact the schools Designated Safeguarding Lead – Mr Brian Prebble or Mrs Gemma Sloan.

If teachers are concerned regarding pupils not completing learning set, conversations with pupil's parents to establish any obstacles and/or barriers, search for ways to overcome these, work in collaboration with SLT to support pupils and families in accessing learning opportunities.

Teachers will be required to attend virtual meetings and training with staff and on occasion external providers and parents via Microsoft Teams. During these meetings it is expected that staff adhere to standard dress code as outlined in the school's code of conduct. When selecting a location to attend the training remotely teachers are expected to select a location with limited background noise and a neutral/professional background.

2.2 Teaching assistants

From the start of term, September 2020, all Teaching Assistants are expected to be working in school supporting the delivery of National Curriculum for the children in their class. Lessons will be delivered in person in a similar way to pre-Covid 19 practice however while working in line with the safe working practice outlined in the school's Risk Assessment.

If a class/year group within the team the teaching assistant is working in requires to self-isolate the teaching assistant will only need to do so if they were working within the same class and with contact with individuals with confirmed case. Details will be confirmed by the Head teacher. Teaching assistants not requiring to self-isolate will provide support within a

class in their key stage team or alternative provide administrating support while working independently.

When assisting with remote learning, teaching assistants must be available between their contracted working hours to provide support to class teachers with preparation of resources and online support of identified learners.

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 absence procedure.

2.2.1 Remote learning for individual pupils

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Work in collaboration with class teacher to ensure consistency of approach, equal opportunities to access the learning and teaching of all learners.
- Support class teacher in collating resources for the weekly overview of core learning onto the year groups Microsoft OneDrive account.
- Support class teacher with printing packs for child/children which will be collected from the school office if needed.
- Teachers will be informed about pupil absence from the admin team. If the student absence exceeds a week (5 school days) then the class teacher will keep in touch with pupils via a phone call and/or e-mail. Teaching assistants will be requested to make calls to children. The call will be structured, and notes will be needed to hand over to the class teacher. The questions/format will include questions on well-being, learning, reflection, guidance and praise.
- Learning from home will be glued into the children's books on return to school by the Teaching Assistants.
- Attending virtual meetings with staff and professionals via Microsoft Teams. These meeting may include working with teachers to discuss supporting learning and teaching remotely and completion of administrative work to support learning and teaching or working with colleagues and/or external providers during training opportunities.
 - During these meetings it is expected that staff adhere to standard dress code as outlined in the school's code of conduct. When selecting a location to attend the training remotely teachers are expected to select a location with limited background noise and a neutral/professional background.

2.2.2 Remote learning if a Teaching Assistant is self-isolating.

If a Teaching Assistant is having to self-isolate however is well and fit for work they are expected to continue to complete duties that will support the learning opportunities for the children and continuous development of the school. While self-isolating TAs may be asked to complete the following:

- Complete any admin, resource preparation set by the class teacher.
- Provide intervention inputs for their group if appropriate and/or instructed by the class teacher or the Inclusion Team to complete. These are to be either, pre-recorded and saved onto the server or on-line through Teams.
- Liaise with class teacher and team leader regarding their daily timetable and expectations.

2.2.3 Remote Learning for whole class/year group

- Work in collaboration with year group partner to ensure consistency of approach, equal opportunities to access the learning and teaching.
- Support class teacher in collating resources for the weekly overview of core learning onto the year groups Microsoft OneDrive account.
- Support class teacher with printing packs for child/children which will be collected from the school office if needed.
- Teachers during this time will be making contact with the children via phone call/email. Teaching assistants will be requested to make calls to children. The call will be structured, and notes will be needed to hand over to the class teacher. The questions/format will include questions on well-being, learning, reflection, guidance and praise.
- A training package has been created by the Inclusion Team. During this time of class/school closure, you will be directed by the Inclusion Team to complete a module/modules.
- Learning from home will be glued into the children's books on return to school by the Teaching Assistants of all learners.
- Unless being asked to cover other classes in school, you will be working from home and be available to work online daily the hours/days you are currently timetabled, Monday to Friday with break for lunch.

2.2.4 Supporting Learning if a class teacher is self-isolating and teaching remotely

- Support within the team the preparation of resources for the class.
- Work with the ICT technician to oversee live streaming of teacher input to lessons.
- Support the children during the teacher input and independent work.
- Respond to teacher direction for reviewing books and providing feedback – e.g. bringing books to the laptop for review, marking, written and/or oral feedback to pupils.
- After lessons provide overall feedback to the class teacher.
- Monitor learning attitudes and behaviours, provide encouragement and praise in line with the school behaviour management policy.

2.2.5 Supporting Learning if school is only open to Key worker children.

- During whole school closure, Teaching Assistants will be in school working their contracted hours. Their main priority will be to facilitate the learning of children of Key Worker families. They will be in school with their assigned team supporting the children to access and complete the learning set by the teachers on the Microsoft OneDrive.
- Teaching assistants will be on a rota to work in school with the children from Key worker families.
- Work with the ICT technician to oversee live streaming of teacher class sessions. and access all learning on the OneDrive
- Support the children during the teacher input and independent work.
- Monitor learning attitudes and behaviours, provide encouragement and praise in line with the school behaviour management policy.
- Provide additional social and emotional support and time for those requiring it.

- Oversee break times with the children.
- If a Teaching Assistant is classed as high risk and/or vulnerable then alternative plans and duties will be arranged by the SLT to ensure that the adult continues to work their contracted hours and supports the learning and teaching of children in their team remotely.

2.3 Subject leads

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 on remote learning and teaching strategies for their subject to staff who request support.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Core subject leaders ensure the parent body has required support and information to be able to assist their child with learning remotely.

2.4 Inclusion leaders

Alongside any teaching responsibilities, SENDCo is responsible for:

- Supporting Teachers and Teaching Assistants, weekly, with considering whether any aspects of the remote learning needs to change to accommodate needs of children on the SEND register.
- Working with Teacher's and Teaching Assistants, weekly, on remote learning and teaching strategies for children on the SEND register.
- Supporting parents of children with EHCP or ENF funding weekly, with any additional intervention and provisions to support needs remotely.
- Keeping in contact with staff, as required, regarding support that can be provided to staff, parents and children.
- Alerting Teachers to resources they can use to support their children with remote learning, when requested by teaching staff or come to the attention of the Inclusion team.
- Maintain weekly communication with parents of children with EHCP and/or receiving ENF funding via telephone or e-mail.
- Supporting Teacher's and Teaching Assistants with pupils with EHCP or in receipt of ENF funding, when teachers or teaching assistants need to make telephone calls to the pupils to discuss their well-being.
- Sign post Inclusion training opportunities for relevant staff to complete if needing to self-isolate.
- Ensuring the SEND parent body has required support and information, where required, to be able to assist their child with learning remotely.

- SENDCo directs and attends professional meetings, alongside relevant staff, for children in receipt of external professional support.

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 weekly SLT meetings where team leaders will feedback key points from their weekly team meetings.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring adequate staffing and cover is provided for classes where a staff member is required to self-isolate.
- Ensure staff are supported with their workload and meeting expectations outlined.
- Ensure the ICT provisions enable the staff to complete their duties and responsibilities.
- Ensure that Health and Safety and Safeguarding remain high priority and managed with effectively and in line with the safeguarding policy.

2.6 Designated safeguarding lead

Our DSL is Brian Prebble, Head teacher. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Outside of school hours the DSL can be contacted via the direct email of the DSL and/or the deputies. These emails should be clearly marked as "Out of Hours Safeguarding Concerns".

When the DSL is absent, the deputies will act as cover.

Deputy DSL: Gemma Sloan Deputy Head

Sally Keenlyside EYFS leader

Annie Finn Acting KS1 Leader

Paul Rumble Lower KS1 Leader

Claire Southerton Upper KS2 Leader

Lisa Tomlin Inclusion leader

Laura Terry SENCo

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The Deputy DSL will also keep the DSL/Head teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSL are set out in their job description.

For further information regarding the school's safeguarding practice please refer to Rivermead's Safeguarding Policy on the school website.

2.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Setting up classrooms devices if a teacher is teaching remotely.
- Helping staff and parents with any technical issues they're experiencing
- 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
- Ensuring security of the server and devices including:
 - Keeping devices 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
 - Installing antivirus and anti-spyware software
 - Keeping operating systems up to date – always install the latest updates

2.8 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're 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
- Support their child to access the remote learning

- Provide a space for their child to complete their remote learning.
- 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. Data protection

3.1 Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

3.2 Processing personal data

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

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

3.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Ensuring the IT technician is made aware of any technical or security concerns immediately.

4. Safeguarding

The Designated Safeguarding leads as outlined in section 2.5 of this policy will work in line with the school's safeguarding policy.

5. Monitoring arrangements

This policy will be reviewed annually by Brian Prebble, Headteacher and Gemma Sloan, Deputy Headteacher. At every review, it will be approved by the full governing board/committee.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy