New Marske Primary School

Remote Learning Policy

Approved: Autumn 2020

Review: Autumn 2022

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. The rights specifically supported by this policy include

- *Article 12: The right to be heard and have views taken seriously*
- *Article 19: The right to be protected from all forms of violence*
- *Article 28: The right to an education*
- *Article 31: The right to leisure, play and culture*
- *Article 36: The right to be protected from exploitation*

Remote Learning Policy

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, clinically vulnerable learners are self isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Remote learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's teacher or member of the Senior Leadership Team.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days. If a significant number of learners are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote Learning relating to COVID-19

Pupils absent from school due to illness or waiting for a test

If a child is ill, sent home for being ill, or sent home with symptoms related to coronavirus and is waiting for a test or the results of a test, no extra work will be provided by school. For this short term absence, pupils will be expected to continue to read at home and access some of the schools online resources such as MyOn reading and Education city.

Pupils absent from school due to self isolation – (a family member has tested positive or the family have been contacted by track and trace)

If a pupil is having to self isolate for 10 days, work will be provided by the school to the pupil to continue to access their work in class. The family will be contacted by the class teacher, with details of how they will access the curriculum. This will primarily be pupils accessing lessons via Office365 or Zoom, or completing paper based tasks based on the topics in class. **Participation in these tasks is not optional, with an expectation that the pupil take part in all activities.**

Pupils absent from school due to a positive coronavirus test

Contact will be made with the family to discuss the well being of the pupil and the potential of them accessing school based resources if well enough. If towards the end of their 10 day isolation period the pupil is well enough to access resources, these will be provided by the class teacher.

Remote learning in the event of extended school closure

If a class, key stage or the whole school is sent home due to advice from the local health protection team, a full two week programme of activities will be sent home for pupils. This will include teacher delivered lessons via Office365 - Teams or Zoom, work based on the curricular studies in class, assignments and feedback to children. If classes are sent home, the two week programme will detail the activities that will be provided and the tasks set for children. **Participation in these tasks is not optional, with an expectation that pupils take part in all activities.**

The online resources and platforms The Trust have chosen to use, are user friendly, high quality flash free content, follow a curriculum sequence, appropriate to the year group and enable interaction, marking and feedback. As we are utilising familiar products, we can guarantee that there are no safeguarding concerns associated with any of these platforms. To ensure children's online environments are safe, parents/carers will be encouraged to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Online platforms school will be using:

- Brainpop.com
- Education city.com
- Tackling Tables
- MyOn reading
- Celebrating the success of The Oak National Academy, https://www.thenational.academy/ will be used alongside the chosen platforms to deliver online pre-recorded video lessons. http://www.letters-and-sounds.com/ will be used, to deliver the teaching of phonics.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Live sessions

Academic subject areas may also arrange for teaching teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions. Microsoft Teams is a platform that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'. Learners will be provided with detailed sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet. At the initial implementation of this policy there is an expectation that in year 3-6 there will be at least 3 live sessions per week for classes.

Learners in years 3 to 6 will be provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

Within the year groups from Blossom Tree nursery to year 2, live lessons will primarily take place via Zoom, with class teachers sending out links to parents/carers or via Showbie.

<u>**Assessment**</u>

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the "Comments" function on online documents or Microsoft Teams
- Sending a direct to learners with specific feedback / targets
- Feedback via another website / piece of software

Expectations of learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g. an email from a teacher or member of school staff) on a regular basis. Learners should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If learners or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to the learner's teacher or to the head teacher.

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct learners to take relevant equipment home, or for parents to ensure they have duplicates. The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the learner's ability to print at home.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of learners' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, the head teacher is responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available and point pupils and parents in that direction. In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners and parents. Teachers also should ensure their communication with learners does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using school email addresses only
- Microsoft Teams
- Showbie accounts linked to classes

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENDco. In addition, the SENDCo in will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using CPOMS if required.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, tutors (under the guidance of the Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. Tutors will be expected to pass on feedback to Senior Leadership Team, particularly if there are concerns or a lack of communication.

Safeguarding during a school closure

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Behaviour Support Service Support during a school closure

In the event of a school closure, the BSS team may maintain support or interventions with children and young people through Teams. Staff are reminded that the home school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. The BSS team could also attend multi-agency or SEND meetings during this time.

Appendix 1 – Remote Learning Agreement

1. I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.

2. I will only use my school e-mail address for school related things.

3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.

4. I will not try to bypass the internet filtering system.

5. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.

6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.

7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.

8. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.

9. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community

10. I will respect the privacy and ownership of others' work on-line at all times.

11. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.

12. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer will be contacted.

Student Name:

Signed Pupil

Signed Parent/Carer

Signed Staff member:

Appendix 2

Videoconference Lessons (Primary pupils)

During video calls with your teachers it is really important that you stick to these rules:

1. You are in either your dining room, living room or kitchen and not your bedroom.

2. You must be dressed and ready – not in pyjamas.

3. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply!

4. Staying safe online – keeping yourself, your classmates and your teacher safe.

5. Do not record or take pictures of your teacher or classmates during you online sessions.

Joining the video call

- Your teacher will send you an invitation to join a meeting on Teams. Which will come through in an email.
- Open the invitation and click on yes.
- Go onto the calendar, you should be able to see the meeting on the calendar.
- Click on Join.
- You will have the option to join in the app or to join using the browser. If you can download the Teams app it works better.