REDHILL PRIMARY SCHOOL
Remote Learning Policy v6

Document Control

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At Redhill Primary School, we strive to provide a bespoke, broad and balanced curriculum that can be accessed by all of our pupils. We make learning purposeful while reflecting on our school values, so that our intent for every pupil is achievable. We support our parents/pupils using best practice that is manageable for all, while ensuring wellbeing continues to stay a priority for our whole community. Our strategy for remote learning reflects this.

This policy sets out our plan, and links to our Remote Learning Contingency Plan, for every eventuality during this period of time where pupils or staff may need to self-isolate; school 'bubbles' may need to be closed due to a positive COVID-19 case or a National Lockdown may occur.

Aims

This Remote Education Policy aims to:

- o Ensure consistency in the approach to remote learning for all pupils, including SEND, who aren't in school (marked as an X code) through the use of online and offline resources and teaching videos.

- o Provide clear expectations to all members of the school community with regards to delivery high quality interactive remote learning.

- o Provide a planned and well-sequenced curriculum so that knowledge and skills are built on incrementally.

- o Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

- o Support effective communication between the school and families and support attendance and engagement.

Who is this policy applicable to?

- A child (and their siblings if they are also attending Redhill Primary School) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school 'bubble' are attending school and being taught as normal.

- A child's whole 'bubble' is not permitted to attend school because they, or another member of their bubble, have tested positive for COVID-19.

- A member of Redhill teaching and support staff.

- All staff, pupils and families during a national or local lockdown, which prevents children from attending school.

Addition home learning will be shared with individual families if they are absent due to COVID related reasons daily where appropriate.

Content and Tools to Deliver Remote Education Planning:

Resources or platforms used to deliver our Remote Education Plan include:

- Microsoft Teams for KS2 *as well as for staff CPD.*
- Class Dojo for EYFS, KS1 and KS2.
- Tackling Tables for years 2-6 and MyOn for KS1 & 2.
- Any hyperlinks set by the class teacher within PowerPoints provided.
- CPG SPaG and maths books for years 3-6.
- Mathletics for KS1 and KS2.
- White Rose Videos.
- *Further information for EYFS and KS1 content is set out in the EYFS and KS1 contingency plan.*

The school and Our Community:

Redhill Primary School is committed to working closley with families and recognises each family is unique, and because of this, remote learning will look different for different families in order to suit their individual needs.

Redhill Primary School will provide support to ensure our families have to access to our home school communication app Class Dojo. Any families who do not have access to Class Dojo will be provided with alternative means of communication and access to remote learning.

Redhill Primary School will provide support for parents with how to use Microsoft Teams; this will be provided for a range of different types of devices. Parents can contact the school to ask for further support if it needed, this will be provided by members of SLT or the computing Lead.

We would encourage parents to support their children's work, including finding an appropriate quiet place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration (see code of conduct for remote learning).
Every effort will be made by staff to ensure that work is set on the day of delivery. Should accessing work be an issue, staff will deliver paper copies of work to pupils' houses (these will often be provided on a weekly basis rather than a daily basis).

All children and parents are required to sign the 'Acceptable User Policy' which has been sent to parents remotely via Dojo as this covers the e-safety rules which need to be applied when children are working on devices at home. They are required to accept the terms and conditions of the policy by messaging Mrs. L Banks (Headteacher) or Mrs. K Adams (Deputy Headteacher) An evidence log will be kept in school of parental consent.

Roles and Responsibilities: When an individual child is isolating or bubble is working remotely.

Teachers

Redhill Primary School will provide a training session and induction for new staff on how to use Teams for remote learning.

When providing remote learning, teachers must be available between 8:30am-3:30pm. Teachers who work part time are only expected to be available on the days they are contacted to work for the hours that they are contracted.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for the following:

- o **Setting work:**
  - o Teachers will set work for the pupils in their classes predominantly through the use of Powerpoint so that pupils both in class and at home are receiving the same diet.
  - o The work set should follow the usual timetable for the class had they been in school, wherever possible. This timetable will be shared with parents at home either via Teams, Dojo or a paper copy will be provided where necessary.
  - o EYFS / KS1 – daily work will be shared using Class Dojo.
  - o KS2 -Daily work will be shared and saved in the class file within Microsoft Teams.
  - o Teachers will be setting work using Microsoft Teams or Dojo depending on the individual case.
  - o Setting at least 2 hours of home learning per day for EYFS
  - o Setting at least 3 hours of home learning per day for KS1.
  - o Setting 4 hours of home learning per day for KS2.
  - o Setting quizzing assignments via Microsoft Teams Forms.

- o **Providing feedback on work:**

Teachers will be providing feedback on all work produced by children and submitted in a variety of ways.

- o Pupils are expected and encouraged to upload their work either via Microsoft Teams or their class Dojo portfolios. Teachers will aim to respond to work submitted within 24 hours of work being submitted.
- o Where pupils are working on paper-based resources, they will be expected to hand these in on their arrival back to school or send pictures of their work and post these via their Dojo portfolios. Paper-based resources will be left in isolation for 72 hours

before being marked by the class teacher. Feedback will then be provided to the child.

- o Teachers may assess knowledge through the use of Forms quizzing. Points and written feedback will be provided to pupils where appropriate.

- o During synchronous lessons on Microsoft Teams, staff will provide live oral feedback to pupils to address misconceptions and help move learning forward.

- o Written feedback on dojo for work submitted will be provided where appropriate and next steps will be provided where necessary.
- o Recorded video feedback can be used to address misconceptions in small groups or whole class.
- o Written feedback using the chat function in live lessons on Microsoft Teams.
- o Verbal feedback to pupils during face to face or live remote lessons.
- o During a National Lockdown, contact tracking will be used to monitor engagement and feedback provided to pupils.

- o **Keeping in touch with pupils who are not in school and their parents:**
  - o Families will receive wellbeing calls from their child's class teacher at least once a week if they are unable to attend school due to 'self-isolation', 'bubble closure' or a 'National Lockdown'.

  - o The school's pastoral lead, Mrs. A Cocker will be informed of any safeguarding concerns arising or lack of engagement and will ring families accordingly – at least once a week if they are unable to attend school.

  - o In the event of a 'bubble closure' or 'self-isolation, if there is a concern around the level of engagement of a pupil/s parents, our staff will take a tiered staged escalation approach to improve engagement.

  - o In the event of a 'bubble closure' or ' self-isolation', staff will complete our school's Remote Learning Tracking System on a daily basis to track pupil engagement.

  - o Dojo will be used for messaging and keeping in touch with parents to support pupils at home in the event of a National Lockdown.

  - o In the event of a National Lockdown, staff will use a whole school Contact Tracking system to track engagement through different media. Pupils who are not engaging appropriately will be identified and contacted by the pastoral lead, Mrs. A Cocker.

  - o In the event of a National Lockdown and where circumstances do not allow families to collect, food parcels and home learning packs will be delivered by 2 staff members together to the home.

  - o Home visits will be completed where there are any safeguarding concerns or there has been little or no engagement from the family throughout the week.

Remote Learning Tracking System used if in the event of 'self-isolation' or a 'bubble closure'.

	Remote learning outcomes for pupils at Redhill Primary School. Year 1															
Name	Date 1st day isolating	Day 1	Day 2	Day 3 AC Phone call.	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	
AA	Received							Stage 2	Back to school							
BB	No response	Stage 2	Stage 3	Stage 4				Stage 5	Stage 6	Back to school.						
CC	Received	Contacted		Contacted		Contacted Feeling better		Stage 1					Stage 2			

Coding System

Stage 1 – Work completed. If you received work from the child, they stay on stage 1 throughout their isolation period.	Most work completed by the child – stay on stage 1. 3 hours including MyOn/Tackling Tables	Little work completed by the child- escalate to the next stage. 1/2 hours including MyOn/Tackling Tables	No work received from the child or 1 short activity eg Tackling Tables or MyOn – escalated to the next stage.	Pupil ill and unable to complete work at this time. No further work should be sent.

Remote learning guidance for individual pupils isolating in years 3-6 while the rest of their bubble is still at school and the escalation policy.

- At Redhill, we will move to the next stage of escalation where a pupil is completing little or no work and there is minimal engagement from families.

Week 1			
Protocol for staff sending out remote learning		**Escalation Stages**	
Day 1	➤ Teacher to provide work via Teams or prepare paper copies to be delivered at the end of the day. ➤ Complete remote learning tracking.	Stage 1	➤ Teacher to send a message via dojo or call parents to ensure they are aware work has been set and they have received it.
Day 2	➤ Teacher to send further work via Teams. ➤ If a paper copy is required, this should be sent out if needed. ➤ Complete remote learning tracking.	Stage 2	If you have received no or little response, a member of staff in that bubble must call or message via dojo the family to find out whether they need further support to access the work.
Day 3	➤ Send further work via Teams. ➤ Teacher to respond to any information received via AC. ➤ Complete remote learning tracking.	Stage 3	Safeguarding call by Mrs. A Cocker regardless of work outcome- home learning discussion. Mrs. Cocker will relay any information to class teachers via email – cc KA.
Day 4 5	➤ Send further work home. ➤ Complete remote learning tracking.	Stage 4	A letter for be sent home via post/home delivery
Week 2			
Day 6	➤ Continue to add work home via 'Teams' or families preferred method daily or send paper copies to cover the week.	Stage 5	Staff to make SLT aware that a phone call needs to be made. Phone call from a member of SLT at the beginning of the week

Days 7-14	➢ Continue to add work home via 'Teams' or families preferred method daily or send paper copies to cover the week.	Stage 6	Staff to make SLT aware that there continues to be no response. SLT to visit the home.

Any complaints or concerns shared by parents or pupils should be reported to a member of SLT.
Job shares in years 2, 3 and 5 to communicate regarding pupils on X codes and the actions that have been taken to ensure a consistent approach.
Any safeguarding concerns should be reported immediately to the DSL.

Organising the roles and responsibilities for the other adults within a bubble if they are self-isolating:

If a member of staff within a bubble is at home self-isolating, the class teacher will direct their time to ensure pupils continue to receive high quality educational support or catch-up support.

Depending on individuals skills sets, teachers may direct other support staff to complete specific tasks for example: listen to readers via teams; provide remote learning /class novel videos (to be checked by class teacher or a member of SLT); provide feedback to pupils who are self-isolating or any further roles they may complete as part of their job description.

Classroom Teaching Assistants:

If teaching assistants are unable to work for any reason, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teaching assistants will be available during the contracted hours they would normally work within school.

When providing remote learning, teaching assistants may be responsible for some of the following:

o Liaising with the class teacher to receive and instruction regarding their daily tasks.

o Listening to readers via Microsoft Teams.

o Providing remote learning /class novel videos (to be checked by class teacher or a member of SLT).

o Providing feedback to pupils who are self-isolating,

o or any further roles they may be asked to complete to support teaching and learning as part of their job description.

Senior Leaders:

Alongside any teaching responsibilities, senior leaders are responsible for:

o Co-ordinating the remote learning approach across the school including monitoring of engagement – Mrs. L Banks, Mrs. K Adams & Miss. C Freeman.

o Monitoring the effectiveness of remote learning – explain how they will do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.

o Monitoring and observing remote learning sessions.

o Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

- o Distributing Government provided laptops to families.

- o Completing pastoral calls or home visits if required.

Computing Lead:

Computing Lead is responsible for:
- o Fixing issues with systems used to set and collect work.

- o Helping staff with any technical issues they are experiencing.

- o Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

- o Assisting pupils and parents with accessing the internet or devices.

- o Supplying CPD to all staff where appropriate.

- o Keeping a technology audit and ordering devices from the Government.

- o Liaising with SLT to ensure devices are distributed appropriately.

Staff wellbeing (Specifically those working from home whilst setting remote learning)

If staff have any questions or concerns about remote learning, they should contact the following people:

- o Issues setting work – liaise with the relevant subject lead or SENCO (on Friday).

- o Issues with behaviour – speak with the Phase Leader for your group:
  - ✓ Miss. C Freeman – EYFS and Years 1 & 2.
  - ✓ Mrs. K Adams Years 3 & 4.
  - ✓ Mrs. L Banks Years 5 & 6.

- o Issues with IT – speak with Computing Lead (Mrs. S Tyler).

- o Issues with their own workload or wellbeing – speak with either the Mental Health Lead (Mr. Phillips or the Headteacher Mrs. L Banks).

- o Concerns about data protection – speak with the Headteacher (Mrs. L Banks).

- o Concerns about safeguarding – speak with the DSL Mrs. L Banks or the DDSL Mrs. A Cocker or Mrs. K Adams. The concern will need to be reported immediately (or a soon as possible) be via phone call. The concern will then need to be recorded on My Concern.

Remote Learning Expectations for Pupils and Parents.

Staff can expect pupils learning remotely to:
- o Complete work to the deadline set by teachers.

- o Seek help if they need it, from teachers.

- o Alert teachers if they are not able to complete work.

- o Alert teachers if their child is unable to complete work or attend a Microsoft Teams meeting.

- o Follow the guidance set out by the Acceptable Users Policy.

Staff can expect parents with children learning remotely to:

- o Support their child to complete remote learning tasks where appropriate.

- o Make the school aware if their child is sick or otherwise can't complete work.

- o Seek help from the school if they need it.

- o Be respectful when making any complaints or concerns known to staff.

- o Post their child's work on their Dojo's portfolio once completed.

- o Ensure the guidance set out by the Acceptable Users Policy is adhered to.

Governing Board

The governing board is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

- o Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

- o Consider staff wellbeing and workload.

Links with other policies and development plans:

- o Safeguarding - Child Protection Policy & COVID-19 Addendum

- o Behaviour Policy. & COVID-19 Addendum

- o Data Protection Policy and Privacy Notices.

- o Online Safety Acceptable User Policy.

- o Code of Conduct for Phone calls, Video conferencing and recorded video.

- o EYFS / KS1 Remote Learning Contingency Plan.

- o Remote Learning Contingency Plan.

Data protection

Staff members may need to collect and/or share personal data such as contact details (email addressed and parent phone numbers) as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online. When accessing personal data for remote learning purposes, all staff members will:

- o Access personal data on children or families i.e phone numbers or email addresses, through the remote server. Where this is not possible to access remotely from home, the information should be sent to a member of staffs' school email address MUST be password protected.

- o Where possible staff should use any laptops or devices that have been provided by school to administer remote learning, however if they are using their own devices, they must be mindful of data saved on their devices and follow the information set out within our Acceptable Use Policy. If data has to be saved on personal devices, due to technical issues accessing the remote server, then it should be emailed to a member of staff who can access the server, ensuring the document is password protected, and then deleted from the device

as soon as possible. Information should always be emailed using the school email address – personal accounts must not be used.

<u>Guidance on telephone contact with children who are learning from home during isolation:</u>
There may be instances where staff need to speak with pupils and their parents regarding a remote learning session or to offer technical support.

Staff making phone calls to children should:
- Do this through parents' phones only (unless this poses a safeguarding risk), particularly in primary school, and in all cases make sure parents area aware and agree. Call should never be to a child's phone.
- Call in school hours where possible.
- Make sure a record of the date and time of each call is made using the school's log system.
- Have a parent there at the child's end and ask to have the phone on speaker phone.
- Use the school mobiles provided, never use a personal phone unless absolutely necessary – permission from the Headteacher has been granted.
- If possible, have another person around who can hear the conversation. If this isn't possible, make a record of the conversation content.

Lead teachers for remote learning are:
- Miss. C Freeman – Robins, Nursery, Receptions, Year 1 and Year 2.
- Mrs. K Adams & Mrs. S Tyler – Year3, Year 4, Year 5 and Year 6.
- Overseen by Mrs. L Banks - Headteacher