

Pensby Primary School



Remote learning policy

K Brown

This policy was adopted by the Governing Body on 12th
October 2020 - This policy is due for review September 2021

Contents

1. Aims.....	2
2. How we teach remotely.....	2
3. Roles and responsibilities	3
4. Who to contact	6
5. Data protection	7
6. Safeguarding	7
7. Providing pastoral care remotely.....	8
8. Monitoring arrangements.....	9
9. Links with other policies	9
10. Remote Learning Strategy Plan.....	10

1. Aims

This remote learning policy 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.

Where education needs to take place remotely, it is important for school staff to maintain professional practice as much as possible. When communicating online with parents and pupils, staff members should:

- communicate within school hours;
- communicate through the school channels approved by the senior leadership team;
- use school email accounts if required (not personal ones);
- use school devices over personal devices wherever possible;
- advise staff not to share personal information.

The [guidance from the UK Safer Internet Centre on safe remote learning](#) includes detailed advice on live, online teaching, and the [safeguarding guidance from London grid for learning \(LGfL\)](#) includes platform-specific advice.

2. How we teach remotely

2.1 What we use

We use Seesaw as our main school remote learning platform. This is used for all pupils. We use this because:

- It is familiar to our school community;
- It allows rapid and personalised support to pupils and families when needed;
- It allows school and families to feel they are in close contact and are able to call on each for support;
- It enables staff to monitor pupil and family engagement and understand when and how pupils are accessing the curriculum;

- It enables staff to upload videos, worksheets, model lessons/strategies;
- It allows for home and school to share what has been achieved and celebrate this.

Alongside Seesaw, some classes (particularly of KS2 pupils) make also use Google Classroom for part of the remote learning. This is always clearly communicated through Seesaw to families. Teachers will also use Oak National Academy lessons where relevant. Work is also supplemented through a wide range of online resources purchased by the school. These include Reading Eggs, LBQ, TT Rock Stars etc. The interactivity of Seesaw is a huge bonus and allows for families and staff to communicate easily during lesson time.

2.2 The first few days

The first few days of remote learning may be a little different as the school takes the necessary actions to facilitate this.

2.3 Submission of work and feedback

Classroom staff will 'mark' work through direct feedback on Seesaw. Pupils can upload their work to Seesaw to meet this purpose. For those pupils who do not have access to the internet, paper copies of work will be provided on request and these can be returned to school for feedback.

2.5 Daily teaching hours

We set more lesson hours per day than the national requirement (3 hours KS1 and 4 hours KS2). This is to allow families to extend the work should they wish. However, we know that many families may struggle to meet the expected daily teaching/lessons and we will communicate with them regularly to reassure them we understand this and seek ways to support them.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers will be available usually between 8.30 am and 3.30pm.

If teachers 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:

Setting work for their class

- For full class remote learning, this will follow the plan on the weekly timetable, which is sent to families via Seesaw at the beginning of the week. Wherever possible the weekly plan mirrors the usual classroom lesson format.
- Each day the classroom staff will monitor who has accessed the learning. This will be done carefully and will take into account each families circumstances.
- Ensure families have access to LBQ, Times Tables Rock stars, Reading Eggs etc.
- Teachers need to ensure where possible that pupils with limited access to devices can still complete the work by providing a mixture of online and paper based/practical activities.
- For partial class remote learning a more blended approach will be taken by the class staff. This will follow the learning pattern and aims of the classroom based pupil. Wherever possible the remote and classroom curriculum will be in line.
- Some lessons/subject may need to be adjusted. For example PE lessons will need to consider the space pupils have at home.

Providing feedback on work

- Teachers will communicate directly with each child and their family through Seesaw, as and when required. Feedback through Seesaw is more personalised than some other remote learning platforms.
- Teachers can give additional feedback to pupils through LBO, Times Tables Rock Stars etc. These platforms give instant and effective guidance to pupils.

Keeping in touch with pupils who aren't in school and their parents

- Teachers will monitor daily access to remote learning. If there is a period of time (usually 2 days) when a pupil does not access learning and there is no known reason for this, the family will receive a call from the teacher to check the reasons why and offer assistance. If this does not result in the pupil accessing learning the teacher will pass this onto the Safeguarding Lead and Attendance Lead who will then take up the case.
- Teachers will not be expected to respond to questions outside of working hours.

Attending virtual meetings with staff, parents and pupils

The school Zoom account may be used by class teachers to arrange whole class 'meetings' such as reading a story, and saying hello to each other for mental health and well-being.

- Dress code - staff members will be expected to adhere to the normal school dress code.
- Locations- staff members should avoid areas with background noise and ensure that there is nothing inappropriate in the background).
- Virtual meetings with individual parents should only take place after telephone discussions with the parent have not resolved the issue. The headteacher must give approval for any virtual meeting with individual parents. Any virtual meeting would be led by a class teacher with the teaching assistant there to support.
- Before a virtual meeting with pupils, staff will message through Seesaw to set expectations at home e.g. dress code etc.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must complete their contracted hours.

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 assisting with remote learning this could include:

- Participating in making lesson videos/demonstrations;
- Liaising with SEND children, adapting tasks and answering queries;
- Follow up on children who have not engaged or have failed to complete tasks;
- Make pastoral / welfare calls as required;

Attending virtual meetings with teachers, parents and pupils

- Dress code- staff members will be expected to adhere to the normal school dress code
- Locations- staff members should avoid areas with background noise and ensure that there is nothing inappropriate in the background).

- Before a virtual meeting with pupils, staff will message through Seesaw to set expectations at home e.g. dress code etc.

3.3 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 teaching their subject remotely to make sure all work set is appropriate and consistent;
- 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 –through regular meetings with teachers or by reviewing work set;
- Alerting teachers to resources they can use to teach their subject remotely.

3.4 Senior leadership team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school;
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations;

3.5 Designated safeguarding lead

The DSL is responsible for:

Where staff are interacting with children online, they will continue to follow our existing GDPR guidelines and do's and don'ts and also adhere to the social media policy they have signed.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures in My Concern.

We will make sure children know how to report any concerns they have back to our school and signpost them to other sources of support too.

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures in My Concern.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work;

- Helping staff 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 Google Classroom;

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time;
- Complete work to the deadline set by teachers;
- Seek help if they need it, from teachers or teaching assistants;
- Alert teachers if they're not able to complete work;

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is unwell or otherwise can't complete work;
- Seek help from the school if they need it;
- Alert teachers of any family difficulties that are blocking access to remote learning;
- Access the remote learning as much as they can within their family circumstances and communicate at least weekly with the class teacher;
- Be respectful when making any complaints or concerns known to staff.

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible;
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons;

4. Who to contact

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

- Issues in setting work – talk to the relevant subject lead or Mrs Toal (SENCO);
- Issues with behaviour – talk to Mrs Brown, Mrs Wright, Mrs Toal;
- Issues with IT – talk to Mr Klausen;
- Issues with their own workload or wellbeing – talk to Mrs Brown or Mrs Wright;
- Concerns about data protection – talk to the Mrs Brown, Mrs Wright or the data protection officer;
- Concerns about safeguarding – talk to the DSL Mrs Brown, Mrs Wright, Ms Grant, Ms Lloyd-Jones.

If families have any questions or concerns about remote learning, they should contact the following individuals; classteacher in the first instance, headteacher thereafter.

5. Data protection

Pensby Primary will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

5.1 Accessing personal data

- Staff members will not be required to access personal data as Seesaw will already be fully operational using data from Arbor. (Parental permission has been obtained);
- All staff **MUST** login to remote access to deliver remote teaching.

5.2 Processing personal data

Personal Data has been collected by the Admin Team and ITServices, therefore staff will not be required to process personal data.

5.3 Keeping devices secure

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

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol);
- Must deliver online teaching via remote access only;
- Making sure the device locks if left inactive for a period of time;
- Logging out of remote access before sharing the device among family or friends.

6. Safeguarding

See <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#safeguarding-pupils-and-teachers-online>

Pensby Primary is committed to ensuring the safety and wellbeing of all its children and Young people.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding & Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Supporting children not in school

If the DSLs identify a child to be on the edge of social care support, or where deemed appropriate, those who would normally receive pastoral support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on My Concern, as should a record of any contact made. This may be through telephone conversation or email with the parents/carer/child via DSL, ELSA, SENCO, or class teacher.

Where teachers have not had any contact with a family, either because the child has not appeared on Seesaw or if online sites such as LBQ, Reading Eggs etc have not been accessed for more than 2 days, a

member of staff will contact the family to ensure that all is well and there are no issues.

Pensby Primary recognises that school is a protective factor for children, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Pensby Primary need to be aware of this in setting expectations of pupils' work where they are at home.

It's especially important for parents and carers to be aware of what their children are being asked to do, including the sites they will be asked to use and the school staff their child will interact with.

Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

These resources will support parents and carers to keep their children safe online:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
[Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

7. Providing pastoral care remotely

Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.

As set out in [Public Health England's guidance for parents and carers](#), routine can give children and young people an increased feeling of safety in the context of uncertainty.

In some cases small group sessions could be appropriate in some circumstances, for example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team and there would need to be two staff members involved.

8. Monitoring arrangements

This policy will be reviewed following any occasion where remote learning has been required by the senior leadership and any staff members involved in delivering remote learning. At every review, it will be approved by the Curriculum committee.

9. Links with other policies

This policy is linked to our:

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

Remote Learning Strategy Plan

Step	Action
1 – Technology at home	<p>During lockdown, we will provide laptops or tablets to those families who need them. We can also provide data and router devices. On a case by case basis, we will provide paper copies of home learning activities. Families will be invited to apply for a tablet/laptop/date/router. There will be a set of agreed protocols for their release and use.</p>
2 – Individual Pupil isolation	<p><u>Individual isolation will occur for the following reasons</u></p> <ul style="list-style-type: none"> • A child has returned from a holiday and is place in quarantine for a period of time • A child has symptoms of coronavirus themselves and therefore must remain absent from school for 10 days unless a negative test is received • An immediate family member displays symptoms of coronavirus and therefore the child must self-isolate for 10 days unless a negative result is received • A child is identified as a direct contact of someone with coronavirus and is required to isolate. <p><u>Actions to be taken</u></p> <p>The admin team will update a COVID register daily, highlighting the date that a pupil is unable to attend school and a provisional return date (this may change depending national guidance).</p> <p>Parents will be directed to their child’s Seesaw account where daily/ weekly home learning tasks will be provided. Resources will be dispatched to families (either through email or post) if Internet access is a barrier to learning or if learning is better directed this way. Families will be invited to apply for a tablet/laptop/date/router. There will be a set of agreed protocols for their release and use.</p>
3 – Class/bubble lockdown	<p><u>Class/bubble lockdown will occur for the following reasons</u></p> <ul style="list-style-type: none"> • A member of staff in the class/bubble has a positive test result for Covid-19 and has had direct contact with the class • A child has a positive test result for Covid-19 and has had direct contact with the class <p><u>Actions to be taken</u></p> <p>Teachers will move to online learning via Seesaw to continue a high quality curriculum at home. This may not necessarily be the class teacher, if they are the member of staff, who has tested positive for the virus.</p> <p>They will continue following the coherent long term plans that already exist. This sequence will follow the rigor of a normal working day. Staff will provide explanatory videos/explanations to introduce new content and they would be expected to feedback to pupils about their work and set work, daily. The use of current online platforms such as TT Rockstars and The Oak National Academy will be used to supplement work created by class teachers.</p> <p>Printed resources will be dispatched to families (either through email or hand delivered) if Internet access is a barrier to learning.</p> <p>SEND pupils will have learning catered to their individual needs as it is in the normal classroom environment.</p> <p>Families will be invited to apply for a tablet/laptop/date/router. There will be a set of agreed protocols for their release and use.</p>

<p>4 – Whole school lockdown</p>	<p><u>Whole school lockdown will occur for the following reasons</u></p> <ul style="list-style-type: none"> • An outbreak is declared in school by the Health Protection Team • A local lockdown is announced by Wirral Council and school are forced to close for a period of time • A national lockdown is introduced <p><u>Actions to be taken</u></p> <p>1 member of office staff per day to continue to attend school in order to keep communication operational.</p> <p>Mrs Brown and Mrs Wright to attend school to develop future strategy and to ensure safeguarding provision is maintained.</p> <p>Year group teachers will move to online learning via Seesaw to continue a high quality curriculum at home. This may not necessarily be the class teacher, if they are the member of staff, who has tested positive for the virus.</p> <p>They will continue following the coherent long term plans that already exist. This sequence will follow the rigour of a normal working day. Staff will provide explanatory videos/explanations to introduce new content and they would be expected to feedback to pupils about their work and set work, daily. The use of current online platforms such as TT Rockstars and The Oak National Academy will be used to supplement work created by class teachers.</p> <p>Printed resources will be dispatched to families (either through email or hand delivered) if Internet access is a barrier to learning.</p> <p>SEND pupils will have learning catered to their individual needs as it is in the normal classroom environment.</p> <p>Families will be invited to apply for a tablet/laptop/date/router. There will be a set of agreed protocols for their release and use.</p>
<p>Vulnerable children</p>	<p>Children who are in receipt of FSM, will be entitled to a daily meal.</p> <p>All children entitled to a free school meal to be given the option to have a meal provided by school. The school office will email parents / carers to give the option of collecting a meal or having a meal delivered.</p> <p>Families will be invited to apply for a tablet/laptop/date/router. There will be a set of agreed protocols for their release and use.</p>