

Remote learning policy

St Stephen's Junior School



January 22nd 2021

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

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between [8.45 – 3.00].

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.

When providing remote learning, teachers are responsible for:

- Setting work for pupils in their year group, covering classes remotely where needed.
- The amount of work set daily will be equivalent to the amount of work set in school. Maths and English will be taught daily, there will be a daily PE activity and foundation subject will be taught in the afternoon- see weekly example timetable below. Pupils are expected to spend 4 hours completing work a day, based on the government expectations for remote learning.

Writing – Jane Considine lesson (Live video every day at 9:45) <http://www.youtube.com/c/thetrainingspace>

Monday 18th	Tuesday 19th	Wednesday 20th	Thursday 21st	Friday 22nd
PE	PE	PE	PE	PE
Maths Flashback 4 Starter Divide by 4 https://youtu.be/dEQjc3dDivs	Maths Flashback 4 Starter The 4 Times Table https://vimeo.com/480759672	Maths Flashback 4 Starter Multiply by 8 https://vimeo.com/480761211 https://youtu.be/zcuxsFqOONQ	Maths Flashback 4 Starter Divide by 8 https://youtu.be/mpTag0W_-3k	Maths Arithmetic Whole school TTRS Tournament
Writing Jane Considine Video – The Secret of Black Rock	Writing Jane Considine Video – The Secret of Black Rock	Writing Jane Considine Video – The Secret of Black Rock	Writing Jane Considine Video – The Secret of Black Rock	Writing Jane Considine Video – The Day the Crayons Quit (Non-Fiction)
Weekly Spellings Adding suffixes (double consonant)	Reading Literacy Shed Comprehension Stage 1 – Pauly the Polar Bear Stage 2 – Animals in the Arctic	Reading Pugs of the Frozen North (Chapter 6) https://youtu.be/KKIXLciRVB8	Reading Pugs of the Frozen North (Chapter 6) https://youtu.be/1-4s0qvTIYU	Weekly Spellings Spelling Test – Hive Game on Spelling Shed (9.00am)
Geography Polar Regions - To compare the Polar Regions https://youtu.be/-kClu2-MOHM	PSHE Dreams & Goals – facing difficulties & achieving success https://youtu.be/OAGMX88DJ1c	Science Forces & Magnets - To investigate the effects of friction https://youtu.be/Tb692V4BHh8	Computing E-Safety - To know not to share personal information https://youtu.be/7qBcQGk-qGQ	DT Challenge Whole school challenge which will be available on Class Dojo School Story.

- All work set is uploaded by 5pm the day before the work is to be completed. The timetable with links to video content will be uploaded onto the website. The links and content will also be uploaded onto the class Dojo page.
- Teachers will work together to provide content and consistency across their year group. Depending on the requirement of teachers in school, teachers may have to remotely teach different classes in their year group. All year groups will work from the same timetable.
- The whole school will work from a similar timetable to aid families working with more than one child so that parents can support the same subject at the same time.
- Teachers will complete registers for all children attending on a daily basis, and communicate to the SLT/ SENCO/ Family liaison team any pupils and families that require extra support with engaging in remote learning.
- Teachers will aim to reply to parents' messages within 24 hours during the working week.

Quality of remote provision.

A pupils first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

In this instance the following would take place:

- Where possible pupils will be sent home with books and some equipment which would allow them to complete work.
- Tasks and activities will be set via Class Dojo whilst teachers prepare work suitable for the full remote curriculum.

After the initial set up of the remote curriculum the following provision will be in place:

- All lessons set will cover the curriculum the pupils would have been receiving in school, with the exception of Art, DT and PE. These will still meet National Curriculum objectives but will be adapted to suit the requirements of home learning.
- All lessons will have an explanation video accompanying them to ensure pupils and parents are clear about the lesson intention.
- Lessons will be either from reputable sources which support the curriculum taught in school i.e. Oak Academy, White Rose Maths, Jane Considine Writing model, or produced by teachers in school.
- All lessons will draw on the use of long-term memory strategies to support high quality learning, these will include using strategies such as, recapping prior learning, clear modelled examples, linking new learning to old learning, scaffolded support and quizzes to reflect practices that would normally take place in school.
- All lessons will be closely aligned to the teaching methods used in school.

Feedback on Work

- Pupils will be expected to upload and engage with remote learning on a daily basis. Work can be photographed and uploaded onto the Class Dojo page.
- Teachers will comment on pupils work to give specific feedback through Class Dojo where required and engage in an ongoing dialogue with pupils based on their work. Every pupil will receive specific feedback on English work with targeted developments if required. Pupils will receive targeted feedback on other subjects as necessary. Teachers will respond to pupils requiring further support individually, this may include live feedback conversations, extra scaffolded supporting work. As far as possible Teachers will aim to give feedback as close to completion of work to ensure it is effective.
- Teachers will make general non-specific comments to encourage and motivate pupils to upload their work.

- Teachers will give whole class feedback and next steps for learning on a weekly basis via a video.
- Teachers will send excellent examples of work to the curriculum leader to share on the whole school class Dojo and to celebrate in weekly online assemblies.

Assessment

- Teachers will set regular small assessment tasks and quizzes where appropriate (spellings, times tables, maths) recording pupil understanding on the content that has been taught remotely which can be used to inform teacher assessment in the future. Teachers will keep an ongoing record of pupil achievements.
- For foundation subjects, (Science, History, Geography) teachers will set end of unit assessment tasks that reflect the content of what has been taught remotely to ensure that gaps can be addressed in the return to school.

Live sessions

- Pupils will have an opportunity to attend daily live sessions - these will be via zoom and an invite will be sent privately via Class Dojo to all parents. This will be an opportunity for the teacher to ask and answer questions and discuss any common misconceptions.

Teachers will ensure the following in a live session:

- That they are dressed appropriately and professionally.
- E-safety and zoom protocols will be discussed at the start of the meeting.
- A new meeting room will be used each time.
- Teachers will set up a waiting room and lock the waiting room after the meeting has started.
- Links to the meeting will never be published on public platforms.
- Teachers will report any safeguarding concerns immediately to a DSL.

Pupils and parents will be expected to adhere to the following protocols during a live session:

- Appropriate dress code (no pyjamas).
- Treat the call like a lesson as you would do in class.
- Mute yourself unless you are talking.
- Think about your background and what is behind you.
- Never record or screenshot pictures and never share these on social media.
- Adult consent and supervision within the room, but not included within the class call.

Further information is outlined in the Zoom risk assessment.

Roles and responsibilities of Parents

Remote learning can be extremely challenging for parents to support at home, but as far as possible we ask the following:

- Parents should aim to support their children to access and engage with remote learning on a **daily basis**.
- Parents should support their child to upload work to Class Dojo on a daily basis.
- Parents should aim to support their child in creating clear and consistent routine.
- Support their child to complete the work by the deadlines set.

- Parents should respect the hours set by the class teacher on Class Dojo.
- Contact the school if their child is unwell and not able to complete the work.
- Be respectful if they would like to make a complaint of if they have concerns about the work set.
- Parents should contact their class teacher to support with pupils learning in the first instance. Parents requiring family support, SEN support or ICT support should contact the following:

Sally Millsted, Family Support smillsted@ststephensjuniorschool.co.uk Mobile: 07808036143

Kym Amos, Family Support kamos@ststephensjuniorschool.co.uk Mobile: 07890017790

Kate Chatfield/ Jo Sazant Special Educational Needs Coordinator : senco@ststephensjuniorcschool.co.uk

Donovan Krauspe, ICT. dkrauspe@ststephensjuniorschool.co.uk

Jeff ball, ICT jball@ststephensjuniorschool.co.uk

Pupils who are not able to access remote online learning

- Parents can request a laptop or internet connection to support learning at home. Family support/ ICT team will organise the loan of the device which can be collected from the school.
- Paper copies will be made for all pupils if a laptop device does not suitably support pupils learning.
- Pupils will have the opportunity for work to be reviewed on a weekly basis and live support offered on a weekly basis through a zoom call.

Additional Support for pupils with particular needs

- Senco team will ensure that pupils who require specific paper packs and work to meet their needs receive this.
- Parents will be contacted regularly to ensure that SEND pupils are being supported.
- Where possible pupils will be offered a place in school if this better meets their needs.
- Remote learning lessons are delivered to support and scaffold all pupils progress as they would be in school.
- Senco to offer 1:1 Zoom sessions for SEND pupils who are finding it challenging to engage whilst at home.
- To communicate to parents the resources that are available to them online, including the SEND toolkit.

Remote education for self – isolating pupils

If the school is open and pupils are not able to attend because they are isolating the following procedures will be in place. As Teachers will be teaching a full class of pupils, the work set will be slightly different to the remote learning plan.

- Pupils will be directed to a number of resources which will ensure that they have access to the daily amount of teaching that they would have received in class. This will be through the use of Oak Academy, Purple Mash, resources from Twinkl along with spellings and tables through use of the Spelling Shed and Times Tables Rockstars.
- There will be regular contact from the school and we encourage children to share their work that they have completed during their period of self-isolation.

Roles and responsibilities of Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Reviewing the remote implementation of their curriculum across each year group and the consistency of this with the school curriculum.
- Working with year groups and senior leaders to ensure that the integrity of the curriculum is upheld.
- Celebrating high quality work in their subject area on the whole school page.
- Ensuring the consistency of assessment in their subject area.
- Sharing good practice and high-quality remote teaching resources to support with remote learning.

Roles and responsibilities of 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 – explain how they'll do this, such as 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.

Roles and responsibilities of the Designated safeguarding lead

The DSL is responsible for:

Upholding the Child protection policy and Covid Addendum in line with this policy to ensure that online safety protocols are adhered to.

Roles and responsibilities of IT staff

IT staff are responsible for, where possible:

- Fixing issues with systems used to set and collect work
- Uploading timetables and work onto the school website.
- 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.
- Installing antivirus and anti-spyware software on all laptops.
- Keeping operating systems up to date – always install the latest updates.
- 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.

Roles and responsibilities of the 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.

Data protection

Accessing personal data

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

- Store and access data on Office 365 through equipment provided by the school.

Processing personal data

Staff members may need to collect and/or share personal data such as parent's email addresses 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.

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).
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.

Monitoring arrangements

This policy will be reviewed by 12th February and then annually by the Headteachers.

It will be shared with the Governing Board.

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
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy