



Remote Learning Policy and Contingency Plan (COVID-19)

Rudston Primary School

September 2020

Mr. J. Long

Amendments (11th September 2020)

- see appendix A1 - Government Guidance

- see appendix A2 - Rudston's approach as of September 2020

- see appendix A3 – message to parent for single-family isolation

- see appendix A4 – message to bubble in event of closure

Rationale

In the event of a school / **bubble** closure, the school is committed to providing continuity of education to its students 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 students 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 student absence.

Remote learning may also be appropriate in situations when students, 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 students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students 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 students 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 students 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.

Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- **Support effective communication between the school and families and support attendance**

Roles and Responsibilities

Teachers are responsible for:

Setting work via Twitter and Google Classroom

- There will be an overview of what will be expected weekly, evolving as numbers attending school evolve.
- It will mimic the curriculum taught within school, as to not disadvantage any child.
- Typically, it will include a Mathematics, English and topic-based activity to be set through Google Classroom.
- It should be set weekly, not daily, and give parents an overview of expectations for the week.
- Tweets should encourage the Google Classroom activities, not add further.
- No teachers will be filmed for lessons to be published online

Providing feedback

- Feedback through Google Classroom is permitted and expected at varying levels depending on the situation – see appendix A2
- Dates when setting work and their subsequent deadlines shared on Google Classroom and Twitter

Keeping in touch with parents and children

- Twitter will be used as an information sharing method
- The year group and online learning email accounts will continue to help any parents contact our teachers for support **in the event of a bubble or whole school lockdown**. They should be checked periodically and endeavour to provide a response within **48 hours**.
- Using Twitter, you can remind parents of activity deadlines
- Any complaints should be dealt with as per escalation procedures – class teacher, phase leader, DHT then HT.
- Any child protection or safeguarding concerns should follow relevant policies and use CPOMS as the primary method of reporting.
- Be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately
For children at home, they will look out for signs like:
 - Not completing assigned work or logging on to school systems
 - No contact from children or families
- **In the event of a bubble closure or single-family isolating awaiting test results, a message will go out to notify of GC usage (see appendix A3 and A4), sent by the office or J. Long**

Class teachers will be responsible for the above (unless stated), with support provided by Jamie Long (Remote Learning Lead) if required.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set and gathering feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL is responsible for:

- Continuing to follow the principles set out in part 4 of Keeping Children Safe in Education.
- Acting on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

Other roles

Computing / Online Learning staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer (H. McLinden)

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- 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
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body 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 systems are appropriately secure, for both data protection and safeguarding reasons

Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Use a school device if provided, rather than a personal device.
- Where personal devices are to be used, ensure it is through a secure wired or wireless network.
- Remote access to be used only through agreement with HT

Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, 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
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Links with other policies and development plans

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- End User Agreement for Google Classroom

Appendix A1 - Government Guidance

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Appendix A2 - Rudston's approach

In school, there are a number of different scenarios where remote learning may be required. This guide sets about explaining the necessary actions at each juncture.



One child isolating, due to symptoms, awaiting a test (approx. 48rs).



2 Maths, 2 English (1 reading, 1 writing), 1 topic activity + EdShed / Bug Club

There will be a bank of suitable activities from which to choose and post online. They will include links /downloads for White Rose Maths, reading comprehension(s), writing prompts and work surrounding the recovery curriculum.

No feedback



Any child isolating (14 days), due to a positive test in the household.



4 Maths, 4 English (2 reading, 2 writing), 2 topic activities, 2 GPS / phonics – weekly.

There will be a bank of suitable activities from which to choose and post online. They will include links /downloads for White Rose Maths, reading comprehension(s), writing prompts and work surrounding the recovery curriculum.

No feedback but acknowledgement of submitted work.



Bubble closed due to a confirmed case, children isolating for 14 days.



Work will emulate the curriculum planned. Teachers who are isolating and fit to do so, will work from home to create content. Weekly Google Classroom activities to be set –

4 Maths, 4 English (2 reading, 2 writing), 2 topic activities, 2 GPS / phonics – weekly.

Teachers must post a video in the stream daily to aid communication. It should allude to the previous days' learning and any general feedback (no specific children's names etc). Then the teacher will provide a short overview of the lessons and activities for that day.

Personal **feedback** for any 'turned in' assignments.

Differentiation must be apparent to allow for those children with specific learning needs to access the activities.

Regular updates to be shared through **Twitter** – good examples of children's work, messages of support, reminders about Google Classroom.

Any supplementary activities to be agreed with SLT before shared on any platform.



Full lockdown, school closed completely.



All teachers to resume guidance as per 'full September reopening'.

Activities will be as above, 'bubble closed due to a confirmed case'.

Work should meet the needs of the individual child. Paper copies will be provided for parents upon request.

Considerations:

Scenario 1: In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class.

Scenario 2: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

A qualified adult will take classroom responsibilities including remote learning with the support of the LSP.

Scenario 3: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

In event of this happening the school would identify staff to support the children with their learning. This will initially involve the staff from the same year group. If 2 teachers are unwell in the same year group, then the school would identify staff to support both classes. If this could not happen, it may result in the children having limited access to teaching during the day.

Other considerations:

Designing activities that are accessible for pupils - where appropriate, school will create resources that are easy to print / view / modify on mobile devices, such as pdf file types.

Ensuring remote education is accessible offline - we must provide any learning as a hard copy for any pupils cannot access learning online.

Ensuring remote education practices are inclusive - Approaches and support will be tailored to individual needs in coordination with SENDCO. This might include further communication via telephone or the need of further accessibility features, voice-to-text and text-to-speech conversion, or different viewing formats to support pupils with dyslexia and other special educational needs, for example.

Using existing technology - After our implementation of Google Classroom, we will use this online platform as it is existing, known and has a history within our school.

Providing training - we will continue to provide interactive guides for parents to access as and when we see fit. There will be further training for staff if and when necessary.

Keeping a focus on effective teaching practice - In principle, the fundamentals of teaching a remote lesson are the same as teaching a classroom lesson - revisiting prior learning, chunking up new knowledge, explanations or modelling, scaffolding, pupil practice, learning checks, for example.

Feedback and assessment - should be brief and manageable so not to create an excessive workload. Whole class feedback, reminiscent of our school feedback policy will be implemented. Informal assessment and through a mixture of quizzes, digital tools and modelling of good answers can also be used.

Appendix A3 – Message to parent for single family isolation

Dear parent/carer,

We hope you are keeping well.

During your child's absence, there will be some tasks set via Google Classroom. If they are well enough to engage, please find some suitable and relevant activities for you to use.

If you require any help or assistance please contact admin@rudstonprimary.co.uk who will forward your email to the relevant teachers.

Take care,

Mr Long
Remote Learning Lead

Appendix A4 – Message to bubble in the event of closure

Hello all,

I hope you're all keeping well.

Due to the closure of the Year X bubble, our teachers will be setting work on Google Classroom this week.

The yearX@rudstonprimary.co.uk will also be reinstated to contact the staff if needed.

We look forward to reading some of your writing, seeing some of your art and engaging in some maths work!

Take care everyone,

Mr Long,
Remote Learning Lead

Approved by governors:

Review date: