Tanfield Lea Community Primary School

Remote Learning Policy

Opening Doors, Enriching Lives

October 2020 (Revised February 2021)

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Contents

1. Aims

This remote learning policy for staff 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
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

2. Roles and responsibilities

School/ Whole Class Isolation

2.1 Teachers

Teachers must be available between 8.30am and 3.30pm. 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 procedures. If it affects the completion of any work required ensure that arrangements have been made with Leadership Team to ensure work is completed.

Teachers are responsible for:

In the case of an individual child isolating:

- Providing work for the child who is having to isolate or are unable to come to school due to individual isolation
- In the case of individual isolation, remote learning will be provided through CGP book tasks.
- Encouraging parents to support children in completing the work on a daily basis.
- Setting the daily tasks
- Provide feedback on work on return to school - If children are struggling with a task then the expectation would be that the child or parents would contact the teacher by ringing school.

The teacher should encourage them to do this. A phone call might be the best way to resolve this so that the child can then proceed with their work

- Contact the child at least once during their isolation period.
- Contact should be polite and encouraging. Personal details will not be given out. Any concerns should be forwarded to a member of the Leadership Team who may choose to contact the parents directly.

If it is a bubble closure or local or national lockdown then the remote offer would increase to include the following:

For bubble closure, initially the children will be given enough tasks on paper for up to two days to allow teachers to plan for remote learning via eSchools.

In the case of a local or national lockdown this work will be provided either via eSchools or, for those who are not able to access this for any reason, through a pack of work which will be prepared and distributed to the children. If it is a lockdown and only Key Worker and vulnerable children are in school then one of the teachers within the bubble will monitor the remote learning throughout the day

- The foundation subjects or science tasks (one set per day) will link directly to the work that the children would have been doing at school and therefore time for these subjects will not be lost, although the planned lesson will have to be adapted for remote learning.
  In addition to this there are various websites the children will be asked to log in to every day to complete tasks. The teacher will be responsible for allocating the online work during this period according to the child's ability
- Where teachers feel able, they may upload videos to YouTube to support their teaching. e.g. to teach a new strategy, to share a story. This will maintain engagement and a sense of community within the bubble/year group.
- A weekly live Teams Well-Being session will take place for every class. (This may happen only once in the case of a bubble closure) This will be scheduled at the same time each week and will last 30 minutes. Permission will have to be granted by parents before their child can participate.
- Any live sessions with the children must be agreed by all staff within the bubble. There must be 2 adults in the session at all times (as agreed for Teams Meetings), the link should only be sent to the children about 10 minutes before the session is due to start. The host must be first in the 'room' and last to leave. The link must then be deleted.
- In the event of a lockdown, weekly Mindfulness session will be shared with all children via a link to the school YouTube channel
- In the event of a lockdown, a weekly story to be shared with Lower and Upper School in the place of a whole school assembly
- Teachers should make contact with all children in their class at least once during a half term

Keeping in touch with children and parents:

If individual children are isolating and the rest of the class is in school then communication will be restricted and less frequent but the teacher will ensure they speak to the family at least once during their period of isolation.

In the event of a bubble closure or lockdown the expectation would that:

- ☐ Messages from parents or children would be checked and responded to throughout the day. Messages/emails must be replied to within the working day. Replies should only be made during the working day, not in evenings.
- ☐ Any issues that are received are to be dealt with professionally by the class teacher and where the teacher is concerned that comments might be misconstrued, discussed with Head Teacher first. If necessary teachers to contact a member of Leadership Team for advice.

- Teachers are to attempt to make contact with all children in their class, who are not accessing remote learning as soon as possible after day 2 and as needed thereafter. This will be done from the school phone or from a withheld number. Contact details can be accessed from SIMS/CPOMS or school office.
- Record any conversations on CPOMS if there are particular issues or concerns. General discussions do not need to be recorded.
- If there is a safeguarding concern then a Designated Safeguarding Lead should be informed immediately (KH, MT, PM or LB) and this also recorded on CPOMS.

In the event that a class teacher is incapacitated, another teacher or Teaching Assistant will continue to support remote learning.

During a local or national lockdown, staff meetings will be held via Teams.

PPA Time:

Bubble Isolation or local/national lockdown

- PPA time will be taken flexibly during this time, managing the on-line learning, contacting parents and building in time for planning too.

2.2 Teaching assistants

Teaching assistants must be available between 8.30am – 3.30 pm, Mon to Fri. They will be allocated a school iPad/laptop if required for their tasks. During this time they are expected to check work emails, be available to complete set tasks and be available when called upon. 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.

Teaching assistants are responsible for:

In the case of bubble isolation or lockdown:

- Supporting the teacher, as required, to offer the remote learning
- Monitor eSchools as required (training will be given for this role is taken on)
- Support allocated children with learning remotely
- Make any resources as required, or complete any other tasks possible from home
- Any live sessions with the children must be agreed by all staff within the bubble. There must be 2 adults in the session at all times (as agreed for Teams Meetings), the link should only be sent to the children about 10 minutes before the session is due to start. The host must be first in the 'room' and last to leave. The link must then be deleted.

2.3 School Admin
If School Admin staff have to isolate they will continue to work at home on tasks which can be done remotely.
In the case of a local or national lockdown, when Key Worker and vulnerable children are in school, the office will function as normal.

2.4 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 – reviewing work set by teachers monitoring platforms and monitoring correspondence between parents and teachers

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

- Facilitating access to technology, where possible, for any families who do not have a device to access the online home learning aspect

2.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

2.6 IT staff

IT staff are responsible for:
- Fixing issues with systems used to set work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer

2.7 Children and parents

Staff can expect children to:
- Be contactable during the hours of the school day 9.00am – 3.00pm – although they may not always be in front of a device/completing written activities the entire time
- Seek help if they need it, from teachers or teaching assistant
- Alert teachers if they're not able to complete work

Staff can expect parents to:
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns to staff

2.8 Governing Body

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

2.9 In the event that a high proportion of teachers become incapacitated, parents will be directed to online portals, e.g. Oak Academy, to follow their programmes of work, when specific tasks cannot be provided by school.

2.10 Where possible teachers will allocate work which is similar to, or a review of learning completed in school. However, during the isolation of groups/individuals, provision may not be completely in line with that in the classroom.

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:
- Issues with non-engagement – talk to the Head Teacher
- Issues with IT – Contact IT technician
- Issues with their own workload or wellbeing – talk to their line manager/LT
- Concerns about data protection – talk to the data protection officer (Business Manager)
- Concerns about safeguarding – talk to the DSL
- All staff can be contacted via the school email addresses.

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:
- All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via SIMS in school, CPOMS or from the Leadership Team. Do not share any details with third parties.
- The Leadership Team have the ability to locate personal details of families when required through securely accessing SIMS/CPOMS. The Leadership Team are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on children.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers 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.

4.3 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)
- Use One Drive to save all documents
- Lock the device if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

The policy has been updated in the light of the current Covid 19 situation concerning safeguarding in relation to home learning.

This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided by the government. At every review, it will be approved by Miss Hemmings (Headteacher)

7. 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
- IT and internet acceptable use policy
- Online safety policy

APPENDIX

Remote Education: Information for Parents and Carers
Updated February 2021

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to pupils at home

A pupil's 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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

The school will endeavour to ensure that remote education provision will be made available immediately and we will endeavour to:

- Provide all children with an exercise book that they can use for their daily writing and any other paper-based activities that they do at home. Should you require pens / pencils or any other equipment please let us know.
- Provide all pupils with a basic resource pack to support remote learning. These packs will be sent home and parents/carers asked to store these for any future needs. The pack includes:
  - Basic stationery items
  - Blank exercises books / Home Learning Exercise Book
  - Paper
  - Passwords for all online learning platforms – eSchools, TT Rockstars, Mathletics, Bug Clug, Accelerated Reader etc will already have been shared with parents are also in the child's Personal Organiser
- Ensure that all children understand how to access the school's online learning platform (age appropriate) and support any parents/carers who struggle with this.
- Ensure all parents/carers are able to access Teams. School will provide parents/carers acceptable use guidelines for this.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Our school will endeavour to:

- Teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects – we will endeavour to offer a variety of foundations subjects – one session per day.
- Provide a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations
- Give access to high quality remote education resources
- 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
- Ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- Ensure work for each day is uploaded at least the day before

- Provide paper-based resources for all subjects / maths and English / foundation subjects, if the child has no internet access at home

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- Provide a weekly Teams session to support well-being and create a sense of community
- Offer a weekly Mindfulness session
- Adapt upcoming lesson provision (on eSchools) based on the children's work submitted the previous days
- Provide weekly online, story time sessions, through link provided on eSchools

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Pre-School and Reception	Activities which would take, in total, no more than 3 hours
Key Stage 1	Tasks, reading practice and website based activities which should take no more than 3 hours to complete
Key Stage 2	Tasks, reading practice and website based activities which should take no more than 4 hours to complete

Accessing remote education

How will my child access any online remote education you are providing?

- Staff will ensure that all children understand how to access the school's online learning platform, eSchools, and for Pre-School, activity packs will be provided. Staff will support any parents/carers who struggle with this.
- School will provide login details for eSchools and ensure all parents/carers are able to access it and login. School will provide parents/carers acceptable use guidelines for this.

If my child does not have digital or online access at home, how will you support them to access remote education?

It is expected that children will access all of our remote learning through our online provision. If parents/carers do not have access to an electronic device, we expect them to inform school and we will endeavour to provide a laptop, iPad or Chrome Book for the duration of their child's absence.
We take the following approaches to support those pupils to access remote education:
- We have a number of devices available to loan to families who do not have access to a suitable device. For further information please contact the main school office.
- We have a number of SIM cards available for educational data which can be loaned to families.
- If needed, pupils can access printed materials if they do not have online access. If this is the case, pupils will submit work to their teachers and receive feedback, in person, following the period of isolation.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:
- Tasks allocated to your child on a daily basis via eSchools
- Weekly Teams session
- Recorded teaching (e.g. links to specific websites, video/audio recordings made by teachers)
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas e.g. TT Rockstars, Bug Club, Mathletics, Readiwriter etc.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) - only in exceptional cases

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Parents should endeavour to support children's remote learning by creating a positive environment for their child to learn, for example:
- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine.
- Provide the correct equipment in order for your child to complete the work given.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep your child active.
- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with.
- Emphasise the importance of a safe online environment. 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.
- Encourage your child to work to the best of their ability and praise their efforts.
- Encourage and support children to access remote education daily.
- Encourage and support children to keep up with the work set by school each day.
- Contact school if they are experiencing problems with accessing remote education support children, where possible, to consider feedback on work submitted.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Respond to parents' messages (that confirm to the messaging protocol) within school working hours 8:30am – 3:30pm
- Contact parents/carers who do not have access to the internet (or mobile data), weekly
- Contact parents/carers following no work submission or contact through messaging, after two consecutive days
- Provide regular welfare calls (if the closure exceeds two school weeks)
- Operate timely reward systems to celebrate home achievements

How will you assess my child's work and progress?

- Provide individual feedback daily but hopefully within two working hours of work submitted via the online learning platform
- Assess children's understanding of remote education / key knowledge and skills covered on return to school. (This will be done when the areas are revisited within the curriculum.)
- Provide individual feedback on paper-based work on return to school

For those without internet access:
- Pupils will be given a date when to return work and will then receive feedback on this once the work has been returned to school so the teacher can assess how the child is managing

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:
- The class teacher will make contact with individual families to discuss a bespoke approach for your child
- Your child will receive a bespoke paper-based pack of learning materials
- Your child / family will receive regular phone calls from their class teacher or teaching assistant
- Your child will be able to access the weekly Teams session with the rest of their class

Remote education for individual self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. We have endeavoured to provide information regarding in the Remote Learning Policy. If you require any further information, please do not hesitate to contact your child's class teacher or the school office.

Further Support Available

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

Issues in setting work – contact the relevant class teacher via eSchools or the school email address
tanfieldlea@durhamlearning.net
Issues with behaviour – contact the relevant class teacher, Mr Mansfield or our Parent Support Advisor either directly or via email or telephone to the school office
Issues with IT – contact the school office
Issues with their own workload or wellbeing – contact the Head Teacher or Parent Support Advisor (school could also provide links to examples of mental health support)
Concerns about data protection – talk to the Data Protection Officer (Head Teacher)
Concerns about safeguarding – talk to the Designated Safeguarding Lead: Miss Hemmings, Mr Mansfield, Mr Temple or Mrs Bell

**While we will endeavour to implement the steps outlined above,
there may be circumstances beyond the control of the school that could impact on provision.
For example, levels of staff absence or temporary technical difficulties.**