



Remote Learning Policy

Dated: September 2020

Reviewed: January 2021

Written by: C Flanders

Intent

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

Implementation

Roles and responsibilities within the school community

1.1 Teachers

Teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. 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.

Teachers are responsible for:

- Setting work:
- Each class has a pack ready for the event of a bubble closure. The pack contains fluency/basic skills activities for English and Maths. Teachers (Year 1 – 6) will direct children via Seesaw as to what to complete and when. Reception teachers will post activities on class dojo each day.
- Class teachers will provide approximately three activities per day for their pupils;
- Activities should include one *English* (either Writing or Spelling); one *Maths*; and one *other Curriculum* subject;

Maths – teachers will use white rose videos if necessary, and create their own one page instruction sheet for the task. Teachers can also create their own explanation videos and may also use the fluency work from the pack sent.

English – teachers will use a reading spine book and create one page activity sheet each day. It might have a spelling, reading, comprehension or sentence composition focus. KS1 and Rec may also choose to use RWI video as their English work

Other subjects – teachers should offer a range of other subject areas. But stick to the one page instruction sheet that doesn't not require printing or the use of a device to complete.

- ***All activities should be simple to complete and have instructions for parents (particularly in KS1/LKS2) there is an expectation that UKS2 children take some responsibility for completing work independently using their own knowledge and logging on themselves each day. Instructions should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home. Teachers should not assume that a home has access to a printer to print anything; Work can be completed on the sheets sent or on paper and if possible parents/children can take photos and upload back onto the app. (examples for teachers are available on the t drive at school)***
- Each day a welcome video should be added to Seesaw to check in with the children and briefly explain the days tasks
- Each week there will be also be check in activity via Seesaw.
- Work will be uploaded to Seesaw each day by 9.30am at the latest, by class teachers. This app is for correspondence and feedback with children. Therefore anything that is posted back from children should be commented on by the teacher.
- Key Stage Leaders from the SLT will coordinate with other teachers to ensure consistency of approach and to try and ensure that pupils with limited access to computers/devices can still complete the work. Teachers should email/what's app the work they have shared to key stage leaders to monitor for consistency

➤ Responding to parents:

- Staff will check in with families via Class Dojo each week, to ensure that they have access to everything they need;
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address);
- Parents who send a pupil's work and/or photographs/videos should receive an acknowledgement and praise from a teacher or other school staff. Whether it is via class dojo/seesaw or email.

Parents should note that the government does not expect them to perform as teachers nor should they expect a school's lockdown offer of remote learning activities to be 'education as normal but from home'. While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share this with a parent(s)/carer(s), it is recognised that families are all coping in different ways with different challenges. The ideal situation for remote learning is for school and families to work together in these unusual times.

➤ Virtual lessons

Teachers will not take part in any virtual or online meetings or lessons with pupils or parents, however they may create videos of stories they are reading for example, or PowerPoints to be shared (UKS2) where appropriate.

1.2 Teaching Assistants

Teaching assistants should be available during their normal working hours on the days they are normally required in school. 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.

Teaching assistants may be asked to:

- Complete specific tasks as required by the class teacher, Key stage lead or Headteacher
- Undertake remote and/or online CPD training;
- Attend virtual meetings with colleagues.
- TAs should check in daily with their key stage leader via email to let them know what tasks have been done and if they need more. (UKS2 – to C Flanders until H Clarke returns)

1.3 Subject Leads

Alongside their teaching responsibilities, as outlined above, Subject Leads may:

Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;

Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;

Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and activities are being set at an appropriate distance away from each other;

Monitor the work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set;

Alert teachers to resources they can use to teach their subject.

1.4 Special Educational Needs Co-Ordinator (SENCO)

The SENCO is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During a period of enforced school closure the SENCO will continue to:

- o Lead on liaison with SEND pupils at home and their families;
- o Ensure completion of necessary SEND paperwork and/or applications;

1.5 Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- o Coordinating the remote learning approach across the school;
- o Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;
- o Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;

- Oversee the ongoing wellbeing of staff
- Overseeing CPD of teaching assistants.

1.6 Pastoral Team

In the event of a closure Sylvan Cumberbatch will take responsibility for making contact and keeping in contact with our families who are more vulnerable or who have social care involvement to ensure that they are receiving all the support they need. Emily Waters will keep in contact with the children she works with via telephone/email, any supporting activities that they would have done in group sessions can be sent out to parents via email where appropriate.

1.7 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's Child Protection Policy.

1.8 Pupils and parents

Staff can expect pupils to:

- Try their best to complete at least some of the activities provided on a daily (weekday) basis;
- Do some reading (or listen to some reading) every day;
- Seek help if they need it from adult(s) at home;
- Have a go at everything and fun.

Staff can expect parents to:

- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc;
- respond to check in messages from class teachers
- Be respectful when making any complaints or concerns to staff;
- Seek help from the school if they need it

1.9 Governing Body

The Governing Body is responsible, including as advised by the DfE, for:

- Supporting staff and pupil wellbeing;
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only;
- Keeping monitoring to a minimum by focussing on safeguarding, health and safety, headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils;
- Directing any approaches by parents made to them directly or indirectly to the school via email to admin@abingdon.stockport.sch.uk;

-Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that:

Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met.

Complaints - the DfE has updated their guidance for school's complaints policies to provide that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until school has reopened.

Who to contact

If **staff** have any questions or concerns, they should contact the following individuals:

Issues in setting work – contact the Subject Lead, Key Stage Lead, SENCO or DHT/Headteacher

Issues with behaviour – contact the SENCO or DHT/Headteacher

Issues with IT – contact the Wendy Beer or log an issue on the IT technician report

Issues with their own workload or wellbeing – contact their line manager or Headteacher

Concerns about data protection –contact the Headteacher who will liaise with the data protection officer

Concerns about safeguarding – contact the DSL or DDSLs as set out within the school's Child Protection Policy

Parents should always contact their class teacher via class dojo or email in the first instance

These are useful email addresses:

Badgers - lindsey.purslow@abingdon.stockport.sch.uk

Otters - charlotte.hall@abingdon.stockport.sch.uk

Squirrels - amanda.lamb@abingdon.stockport.sch.uk

Foxes - rachel.sutton@abingdon.stockport.sch.uk

Kites - shauni.nuttall@abingdon.stockport.sch.uk

Falcons-andrew.muzyka@abingdon.stockport.sch.uk

Owls -caroline.whitehead@abingdon.stockport.sch.uk

Kestrels -paul.woodrow@abingdon.stockport.sch.uk

Ospreys -alice.riley@abingdon.stockport.sch.uk

Pastoral team

sylvan.cumberbatch@abingdon.stockport.sch.uk

emily.waters@abingdon.stockport.sch.uk

Senco

claire.pearson@abingdon.stockport.sch.uk

If you need to contact the headteacher during a school closure please use:

admin@abingdon.stockport.sch.uk

Data protection

1.10 Accessing personal data

When accessing personal data, all staff members will:

- Only use their official school email account and never use personal messaging systems;
Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises.

1.11 Sharing personal data

Staff members are unlikely to need to collect and/or share personal data.

However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online.

1.12 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);
- 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;
- 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.

Safeguarding

The school's Child Protection Policy has been updated to reflect the current situation.

Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governing Body.

Links with other policies

This policy is linked to the school's following policies:

- > Behaviour Policy
- > Child Protection Policy
- > Data protection policy and privacy notices
- > ICT and Acceptable Use Policy
- > Staff Code of Conduct

Impact

The use of Seesaw will provide children with a platform to give and receive timely feedback from the classteacher to improve their work. This can also help with motivation during remote learning periods. However, because the children do not need to use the app to answer questions/work on it will not penalise those who only have a smart phone to view the work through.

Despite not being in school, the children's learning will not be disrupted and relationships between staff and pupils can still be forged. This does however rely on parental engagement. On return to school the children will be assessed where appropriate and normal learning will resume.

Appendix 1: Remote Learning Guidance



Abingdon Primary
School Remote Learning

Appendix 2: Support Staff Remote learning Guidance



Support Staff
Abingdon Primary School

Appendix 3: Remote Learning Guidance for Parents



PARENTS Abingdon
Primary School Remote Learning

APPENDIX 4: links to professional guidance, advice and support

Safeguarding and remote education during coronavirus (UK Government)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

'There is no expectation that teachers should live stream or provide pre-recorded videos. Schools should consider the approaches that best suit the needs of their pupils and staff'

Joint Union advice on COVID-19 (ASCL, NAHT, NEU)

<https://neu.org.uk/media/9826/view>

'We cannot home school the nation's children'

Coronavirus advice (NEU)

Distance teaching and learning for school leaders <https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-school-leaders>

'A maximum of two to three hours of 'work' per day is plenty'

Distance teaching and learning for primary teachers <https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers>

'Teachers should not live stream lessons from their homes, nor engage in any video calling unless in exceptional circumstances, with the parent. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated'

Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

Safe Remote Learning advice from the PHSE Association

<https://learning.naht.org.uk/news-and-opinion/news/curriculum-and-assessment-news/safe-remote-learning-in-pshe-education-advice-from-the-pshe-association>

Coronavirus: How do I home school my children (BBC)

<https://www.bbc.co.uk/news/education-52314856>

[Becky Francis, professor at the UCL Institute of Education: "What is more important, say educationalists, is maintaining a degree of normality, rather than worrying about a child's progress in English or Maths. Home schooling for now is about encouraging parents to help their children create regular routines and study habits"](#)