

Remote Learning Policy



BRUCE GROVE PRIMARY AND NURSERY SCHOOL

1. Rationale

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic.

It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

2. A flexible approach:

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we are providing a flexible approach to remote learning. We will offer a variety of weekly learning activities across the curriculum so that pupils can work their way through as much as they are able, at a time that suits them.

3. Remote Educational Provision For Individuals Who Are Self-Isolating or Shielding

In the event that an individual pupil cannot be in school, a member of staff in liaison with the class teacher, will provide weekly learning activities through Google Classroom and Tapestry (nursery and reception). The learning activities will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will make use of a number of ready-prepared high quality online materials (drawing

heavily on units from the national Oak Academy that fit with our school curriculum) and supplement these with our existing subscription packages to MyMaths, Purple Mash etc. which children are familiar with.

We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.

Students at home should receive feedback at least twice a week.

4. Remote Education in the event of a partial or full closure

In the event that a year group bubble or the entire school is required to lockdown. Weekly learning will be provided via Google Classroom and Tapestry (nursery and reception) for those who are well enough to complete it. Where possible, we will include video lessons and tutorials.

Individual marking and feedback will be given at least twice a week.

We will also provide some live face-to-face contact opportunities for children, to maintain a sense of them being part of a class. We are hoping this will provide some safe, supervised and structured opportunities for children to 'meet up' with their teacher and classmates. This will typically occur at the start and end of the school week.

Communication between staff and pupils / families must be through Google Classroom and not through email or personal social media accounts. It should follow the usual rules outlined in the Acceptable Use Agreements for staff.

Our key aims for remote learning in the event of full closure are:

- To create a seamless transition through a familiar digital platform
- To provide a curriculum offer of similar content and length to that in school and set high expectations for all pupils

5. Printed Resources

We will print packs of any worksheets required on a weekly basis for children who are unable to access learning online. We will provide all children with an exercise books to complete work in at home. The work will be the same or similar to what the children in class are working on. To avoid delays, the packs should be collected from the school office. If this is not possible, they will be posted.

6. Learning Format

The expectation of lessons will be:

A daily maths lesson;

A daily English lesson;

A daily phonics lesson (Foundation Stage and Key Stage 1);

A daily grammar, spelling or punctuation lesson (Key Stage 2);

A weekly science lesson.

Each day there will be two lessons from the foundation subjects (history, geography, music, computing, art, RE and PSHE). This will be shared through Google Classroom (Year 1 to 6) and Tapestry (nursery and reception).

For families experiencing difficulties with remote learning, a dedicated email address can be used and responses will be within one working day: aapple3.309@lgflmail.org

7. Remote Learning For SEND children who attend Morning Class

Individual remote learning:

Communication within our Morning Class provision will be predominantly conducted through Class Dojo. Staff will contact families individually and every effort will be made to provide activities and work tailored to the pupil's needs.

Partial remote learning:

All pupils attending Morning Class provision are included in the vulnerable pupils group and we therefore encourage them to attend school in the event of partial school closure. Pupils who do not attend during this time will be contacted by telephone to identify the reason for their absence.

Full closure remote learning:

Pupils in our Morning Class provision will access remote learning through our digital platform, Google Classroom, where a weekly timetable tailored to their needs will be uploaded. Families are encouraged to engage pupils daily in a range of tasks such as sensory experiences, practical tasks and attention approach based activities. The staff in our provision work closely with families to meet the needs of pupils and are happy to provide work packs when needed. We recognise the additional challenge that remote learning brings for our families in the provision and the importance of pupils making contact with their teachers. Therefore teachers will provide regular correspondence through Google Classroom / Tapestry and are available to receive communication from families using the streaming tool.

8. Expectations for pupils at home

Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them.

- Be contactable during required times – although take into account that pupils 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
- Use proper online conduct, such as using appropriate language in messages

Live Session Rules

#1: Be on Time

#2: Only use your real name. Do not change your Zoom ID or Google profile name to a nickname or anything other than the name your teachers call you by in your classes.

#3: Dress for Success. While we are not requiring students to be in uniform, please “dress for success,” as they say. Casual clothing is OK, but no PJs or clothing that would otherwise distract from the meetings.

#4: Be Respectful when speaking because Zoom classrooms feel more like social media, you may be tempted to be more casual in your speech. Remember to be respectful, orderly, and kind.

#5: Don't eat during the meeting.

#6: No Side “Conversations or chats.” Just as during regular classroom learning, side conversations can be very disruptive to the conversation we are trying to have.

#7: Do Not Record the Meetings. This is really important and must be followed.

9. Roles and Responsibilities

Teachers are responsible for:

Liaising with SLT if providing work for individuals self-isolating.

In the case of full closure:

Providing weekly work by 9am on Monday on Google Classroom or Tapestry (nursery and reception) for their class or another class, if covering.

Liaising with the parallel year group teacher to ensure consistency.

Providing feedback to pupils via Google Classroom within the hours of 9.00 to 3.30pm.

Contacting parents, unable to access online learning once a week.

Referring any safeguarding concerns to the DSL

Teaching Assistants are responsible for:

Supporting pupils allocated by the class teacher or inclusion team

Preparing learning packs

Assisting the class teacher in monitoring work completion

Contacting families as directed by their line manager

Curriculum Leaders 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

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

The Designated Safeguarding Lead is responsible for:

Taking lead responsibility in child protection issues.

Ensuring that the school follows all statutory safeguarding guidance.

Making staff aware and providing training for safeguarding issues which includes online safety.

IT Manager is 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 remote learning systems and flagging any data protection breaches to the data protection officer

Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning remotely to:

Be contactable during the school day – although realise 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

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

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

10. 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 SENCO/Inclusion Lead
- Issues with behaviour – talk to the SENDCo / Inclusion Lead
- Issues with IT – talk to IT Manager
- Issues with their own workload or wellbeing – talk to their Phase Leader

- Concerns about data protection – talk to the data protection officer - SBM
- Concerns about safeguarding – talk to the DSL

11. Data protection

When accessing personal data for remote learning purposes, all staff members will use (a selection of) the **password protected** Google Drive (and Google Classroom,) Tapestry, MyMaths, Purple Mash, Times Tables Rockstars and Class Dojo. They will make sure that they are logged out at the end of any and every session using these systems. Data from these systems may be kept on the Google Drive for monitoring and/or assessment purposes. Unnecessary information will not be stored and any that is will be for a limited time only. SLT members and Nominated Contacts within the school may access Integris or Atomwide to assist in the delivery of distance learning- such as parental email addresses or to add, remove or update student information.

Staff will endeavour to use systems based in school or those provided by the school (such as laptops.) When this is impossible, staff will ensure that all accessed data and information is NOT saved or stored on personal devices, they have logged off relevant software after use and no none school persons has had access to a device whilst school work has been ongoing. Any questions regarding these points will be directed to the school's SLT or Data Protection Officer.

12. Processing personal data

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

13. 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

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Keeping operating systems up to date – always install the latest updates

This policy will be reviewed as circumstances change.