



Remote Education Policy

Created: September 2020

Updated December 2021

Ethos

At Great Linford Primary School we believe in a broad and balanced curriculum that enables children to aspire and thrive. Our strategy for remote learning allows children to remain connected to their learning journey despite the challenges that learning at home may bring. We are mindful that all families will have differing circumstances.

Our Key Principles for Remote Learning:

- Remote learning should be relevant and engaging
- Staff and children are given clear expectations about what is expected and when
- Work should be broad and balanced so that all subjects are catered for
- Work should be easy for parents to access
- Work should support mental health and well-being not just academic progress
- Work should support children with individual needs (e.g. SEND/EAL children)
- Work is celebrated in an appropriate manner

Linking this policy to our school values and 'ROOTS', we want children to display the values of Aspire, Achieve, Thrive and Enjoy. To achieve these principles, we have a consistent approach throughout the school and expect staff to follow our *Remote Learning Checklist* (see appendix 1)

Who is this policy applicable to?

The leadership team have identified the following circumstances where member of the school community may be absent and require remote learning materials. These are:

1. A child (*and their siblings and also attending*) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. (see individual isolation checklist – appendix 1)
2. A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19. (see whole class isolation checklist – appendix 2)

Remote learning will be shared with families when they are absent due to Covid related reasons and this will be within one day maximum of absence beginning. An additional checklist is available in the event that a staff member is well but asked to self isolate. Details of this are found in appendix 4 – 'staff isolating checklist)

How we will deliver 'Remote Learning':

Details of when remote learning should be made available to parents can be found within the checklist – see appendix 1 and/or 2)

- Use of Google Classroom to securely share learning resources quickly and efficiently with families.
- Use of Recorded video (where appropriate) to greet students, teach phonics (KS1 only) and model learning. This also includes recording of Smart interactive whiteboard sessions and PowerPoints that have voice and video recordings. Teachers will use the school Vimeo account, PowerPoints and Smart Recordings to film scaffolded lessons with the teacher visible for the pupil.
- Phone calls home (via member of SLT or via the school admin team)
- Where possible, work will be made available as electronic media files. Printed learning packs can be offered where applicable.
- Physical materials such as exercise books and writing tools
- Use of BBC Bitesize, Doodle Maths, MyOn, Oak Academy, Spelling Frame, Numbots, TTRockstars with links made available via the Google Classroom to supplement learning
- Themed days to create cohesion with the school community
- An example daily timetable for parents
- Use of Social Media to share announcements and celebrate home learning by students (in line with school policies relating to e-safety)
- A range of lessons including both core and non-core subjects so pupils receive a range of lesson types and themes linked to current topics.
- Should children have a query for their teacher regarding their work, they are able to add private comments when submitting work (unseen to anyone but the teacher) or for a more general question the child can post in Google Classroom on the 'Q&A Circle Time' function which is monitored between 9-3pm
- Should a parent have a query or complaint, please refer this to the class teacher who will respond to the complaint
- Should a safeguarding concern be raised, please seek a DSL and follow the usual safeguarding procedures (as recorded in the Child Protection and Safeguarding Policy)
- If a child is not completing work set by the school, in the first instance a telephone call with the family is recommended to discuss any particular issues (CM or JN to do this on behalf of class teacher)

- A dedicated member of staff (admin team) will ensure all families have access to a Chromebook and/or additional learning resources (such as paper, pencils, art materials etc.) that may help a child engage with learning remotely.

Feedback for students:

We believe that feedback should be relevant, timely and proportionate. We expect feedback to be either written or in the form of a voice note and provided with 48 hours of receipt of work. Such feedback can will differ from our main Feedback Policies but should cover:

- Acknowledgement that work has been received
- Celebration of effort
- Brief moving on comments if applicable

The teachers statements can be made overall for all work received. Quiz's can be self-marking with pre-determined comments. *Further details relating to staff feedback can be found in the relevant checklists – see appendix 1 and/or 2)*

Use of Zoom

The use of Zoom will require all those taking part (adults and children) to sign an –e-safety agreement before they can take part. Use of Zoom must be agreed by Tara Lovelock, Alex Kerrigan or Tom Rowlands. This will only be used in the case of a whole class/school closure.

Children, Staff and Parents – Zoom Use and Internet Safety

- All parents to sign a 'safe use agreement' before using Zoom and explain this to their children
- Staff must sign to say they have read staff 'safe use agreement'
- No sensitive documents can be shared via live Zoom – ensure these are closed BEFORE starting any LIVE lessons via Zoom

Roles and Responsibilities:

Teachers

If an individual child or small group is isolating:

- Up to x1 week of work is made available via a secondary Google Classroom. This is ready at all times in case of isolation of individuals. The link is sent to families via School Gateway. Admin team to log details of: start of isolation (work is available from day 1) and if a Chromebook is required.
- Feedback is provided to families at least weekly (in the case if individuals who are self isolating) or within 48 hours (if the whole cohort / year group is isolating)

If majority of pupils are not in school due to national lockdown

- Planning is completed weekly (3 hours for KS1 and 4 hours for KS2 pupils) in accordance with checklist (see appendix or TR for copy of checklist)

Admin Team / SLT:

- The code is sent to families on the first day of isolation (if self-isolating)
- The school will collect data on engagement which will be shared with the governing board.
- Admin team to use data on engagement to make calls to ensure families receive contact from school
- A member of the admin team or SLT will call and make contact with the family to check well-being and offer help and support. This includes offering paper packs and materials such as pencils, exercise books, paper etc.

Teachers

- *Great Linford Primary School has provided refresher training and CPD support to allow staff to use the Google Classroom.*
- *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.*

- When providing remote learning, teachers must be available for 30 minutes per day to provide online support via Google Classroom. Any obscene or abusive comments must be reported to the Tara Lovelock, Alex Kerrigan or Tom Rowlands immediately.

When providing remote learning, teachers are responsible for:

- Setting work (see checklist – appendix 1 and/or 2)
- Teachers will set work for the pupils in their classes. This includes those responsible for maths groups in Year 6.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Providing feedback on work in accordance with the checklist.
- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response within 48 hours.

Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement. This can be done by reporting concerns to Carol Mallet who can make contact and offer support.

- Those deemed 'vulnerable' will be called by Carol Mallet who will – in conjunction with the head teacher – notify any social workers that a child is isolating if appropriate.
- All parent/carer emails should come through the school admin account (office@greatlinfordprimaryschool.co.uk)
- Any complaints or concerns shared by parents via Google Classroom or pupils should be reported to a member of SLT (Tara Lovelock, Alex Kerrigan or Tom Rowlands)
- **Safeguarding concerns are referred immediately to the DSL or LADO in accordance with normal safeguarding procedures. This should be done via telephone.**

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. Whether in school or online through remote learning, safeguarding is still at the core of our practice.

The SENCO

It is the responsibility of the SENCO (AK) to ensure that pupils with EHC plans continue to have their needs met while learning remotely. The SENCO will be available to discuss any needs/resourcing issues/additional support that should be put into place. CM (family champion) will continue to reach out to key families in the school community.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – TR/TL will have overall responsibility for this role. However, each year group is responsible for the organisation of their curriculum, planning and delivery
- Monitoring the effectiveness of remote learning – regular reviews of practice will be carried out (TR/RJ/SSc)
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (CF/TR/RJ)
- TR to ensure parent views are considered and actioned

Subject leaders

Subject leaders may need to consider how their curriculum subject needs to change to accommodate remote learning. These subjects will include: computing, music and PE.

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

School Governors

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
- The designated school governor is Michelle Wangusi.

Who to contact

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

- Issues in setting work – TR
- Issues with behaviour – TL (and as DSL) or TR
- Issues with IT – CF/RJ
- Issues with their own workload or wellbeing – Year Team (in weekly meetings)
TL/AK/TR
- Concerns about data protection – TL
- Concerns about safeguarding – TL/AK/TR/JN/CM (if on site)

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

- Issues with accessing the Google Classroom – Mr Rowlands (via remotelearning@greatlinfordprimaryschool.co.uk or main reception)
- Issues with marking or work – Mr Rowlands
- Concerns around support or mental health – Carol Mallett (Family Champion)
- SEND support – Miss Kerrigan (via main office)

Data Protection:

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will access data through SIMs. This can only be accessed from a school laptop on the school premises. Staff are unable to use SIMs and access information from any other device.

Processing personal data

Staff members may need to access and/or share personal data such as a child's telephone number, 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 access and/or share as little personal data as possible online. Immediately having used SIMS, staff members will close the program. Staff must ensure that the laptop is not left on and open where others may see the information or share their screen when using SIMS. It is the staff members responsibility to report any possible data breaches to TL.

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
- Ensuring that, if leaving a device, the screen is closed
- Not sharing the device among family or friends
- Avoid tampering with or attempting to bypass any antivirus or security software
- Not disabling or bypassing any operating system updates and ensuring computers are restarted regularly (outside of teaching hours) to allow such updates to take place
- Ensuring that non sensitive documents are visible when using screen recorder or Zoom functions

Appendix 1

Check List for individuals / small groups in self-isolation

| | Gold/Green | Comment |
|---|------------|---------|
| If a child or group of children within your class or year group are unable to attend school as they are having to self-isolate | | |
| Prepare an electronic folder. This should be saved in 2020-2021 > Year ____ (your year group folder) > Google Classroom > Isolation Remote Learning <i>This is to allow admin staff to quickly print paper copies of work if families are unable to access or print remotely. This will be sent by Post (see 'Admin Remote Learning Checklist')</i> | | |
| Setting Up (for a consistent layout) <ul style="list-style-type: none"> - Provide a short welcome message in the main 'stream' on your class homepage. - In the 'classwork' tab produce three tabs: <ol style="list-style-type: none"> 1. Latest News 2. Week A 3. Week B | | |
| Children may be absent for up to 14 days. In this case work should be provided for any child to access at any time and last up to 10 working days. | | |
| <p>Maths: Plan a short series of lessons utilising the White Rose videos / Classroom secret resources for autumn term.</p> <p>Grammar: Provide worksheets for lessons utilising Classroom secrets. You can plan your own activities if you wish. Cover the current year group objectives.</p> <p>Writing: Provide a weekly writing project linked to your topic and utilising some of the T4W strategies.</p> <p>Spelling: Provide some word searches or other spelling resources linked to your year group spelling lists and/or common exception words. X1 per day.</p> <p>Project: Provide a short activity for each week (x1 per week) that covers foundation subjects. This could be creative i.e. make a poster etc.</p> | | |
| Provide x2 short PPTs to provide some basic information for children. This includes voice notes and/or short teaching videos. This can be brief and covers the week's tasks. Save this into the relevant weekly tab. | | |
| In the main stream, invite children to upload their work and provide feedback at the end of their first week of absence | | |
| <p>Feedback: Feedback should be provided at least once per week by the class teacher. This can be written or in the form of a voice note. The teacher should report any concerns around engagement to the Family Champion and Tom Rowlands</p> | | |

Appendix 2

Check List for full closure (bubble and/or class)

| | Gold/Green | Comment |
|---|------------|---------|
| If a year group is told to isolate or in the event of full school closure the following will apply: | | |
| Prepare an electronic folder. This should be saved in 2020-2021 > Year ____ (your year group folder) > Google Classroom > Full Closure Remote Learning <i>This is to allow admin staff to quickly print paper copies of work if families are unable to access or print remotely. This will be sent by Post (see 'Admin Remote Learning Checklist')</i> | | |
| The main Google Classroom will be used to share work and resources. Ensure that old or irrelevant posts within the stream are deleted to help keep the classroom tidy and easy to use. | | |
| Create a new 'tab' within the 'classwork' section called 'Remote Learning Week XX' This is where work will be posted. Create a new one each week. | | |
| <ul style="list-style-type: none"> • All planning will be weekly. • It will go 'live' from 6pm on the Sunday the day before the week starts (i.e. for resources wc 21/09 work will be posted on 20/09 at 6pm) • Provide a weekly PPT with voice overs / pre-teaching <p>Maths: Plan x5 lessons with appropriate differentiation within your current topic</p> <p>Grammar: Plan x4 lessons using half-termly objectives. Provide a short 'test' using the 'quiz' feature which will self-mark for the end of each week (Friday)</p> <p>Writing: Continue (where possible and with suitable amendments) with your T4W unit.</p> <p>Spelling: Continue with your spelling overview and Spelling Frame links. You can set the 'test' using Spelling Frame</p> <p>Science / PSHE Provide a science task and PSHE task linked to your current unit. Provide suitable BBC class clips alongside other supporting resources.</p> | | |
| Explain in your stream that work at the end of the week can be uploaded for feedback. Students should upload work by 12:00pm for feedback by Monday morning at 9am. This can be written or in voice notes. | | |
| <p>Feedback:</p> <ul style="list-style-type: none"> • Children and families should expect feedback that is appropriate and relevant. This can be left in the form of a voice note or written feedback. • Feedback can cover all work submitted in one comment <p>Teachers should expect families to:</p> <ul style="list-style-type: none"> • Upload work by 1pm for feedback within 48 hours of receipt. | | |

Appendix 3

Office staff – remote learning checklist

| | Gold/Green | Comment |
|---|------------|---------|
| If a year group is told to isolate or in the event of full school closure the following will apply: | | |
| All work will be saved on the shared drive by teachers by Thursday at 9:00am. Copy work for stated number of pupils requesting home learning packs. | | |
| Home learning packs to be ready by 9:00am on Monday for that week. | | |
| Make a list of packs that are NOT collected by Tuesday and make contact with the family (CM) | | |
| See TR/SC (phone) for next steps. | | |
| CM to make contact with vulnerable families and ensure the head teacher is aware of any vulnerable children who are isolating. | | |

| | Gold/Green | Comment |
|---|------------|---------|
| If a child or small group are told to self-isolate for a period of up to 14 days but the remainder of the class are in school. | | |
| Make contact with the family and ask if they have access to a computer. See below: | | |
| If yes: Send them a new code for their remote learning Google Classroom. This is different from the main Google Classroom. The teacher will check that they have accessed the correct one. | | |
| If no: Print them a paper copy of the work and ask if they are able to collect. If they are all self-isolating and unable to collect arrange for work to be posted. Print week A for the first week of absence and week B for the second. Label the envelope ('work pack A – to be used first' and 'work pack B – to be used after work pack A') | | |
| If yes but no printer: Send them the code. Arrange for work to be sent or collected (see above) | | |
| If work is to be collected make a note of uncollected work and inform TR/SSc | | |

Appendix 4

Check List for Teacher Isolation – able to work from home

| | Gold/Green | Comment |
|--|------------|---------|
| If you are isolating but are able to work from home. | | |
| Prepare an electronic folder. This should be saved in 2020-2021 > Year ____ (your year group folder) > Teacher Absence Plans > Half day of busy work | | |
| Have a copy of any admin/paperwork necessary for your class (seating plans, timetable) | | |
| In this scenario, it is likely that you will not be able to immediately work from home (due to having to attend a Covid Testing Centre) therefore you will need to plan half a day of 'busy work' which can be easily picked up by an LSA to teach your class (handwriting, spelling, art, maths fluency etc). This should be kept in the electronic folder but also copies printed out and kept in your classroom. | | |
| Once you are working at home you will need to: | | |
| Plan lessons as you would usually for your class and email these to those covering. | | |
| For lessons which require a clearer input, provide voice over narration and modelling using smart recorder on your computer. | | |
| Zoom session with your class for morning circle to introduce today's timetables and to make your expectations clear. | | |
| Another zoom session as your class come in from lunch to 'check in' with them (another circle). | | |
| A final zoom session with your class for the last 10 minutes of the day to read to them. | | |
| Note: Zoom sessions from home should use the virtual background feature. | | |

