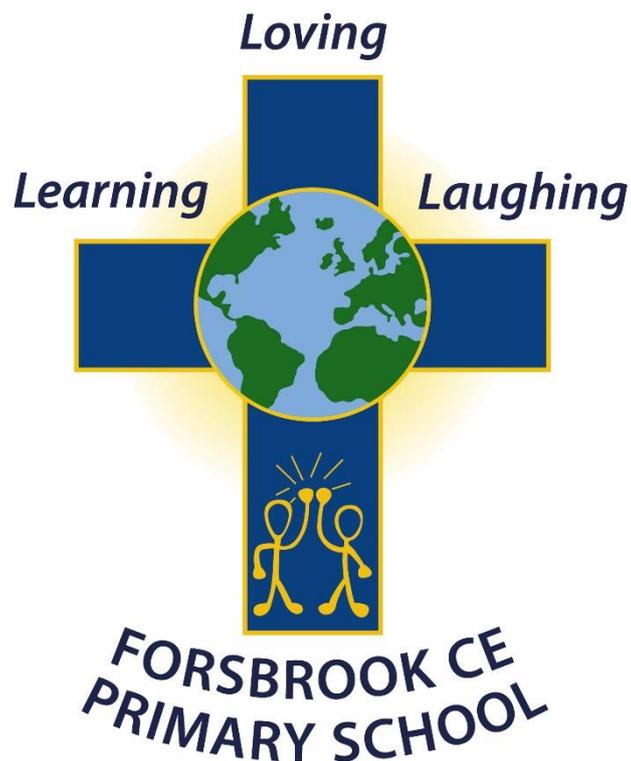


FORSBROOK C.E. (C) PRIMARY SCHOOL

Policy: Remote Learning Policy COVID-19



<u>Adopted:</u>	April 2020
<u>Co-ordinator:</u>	Mrs K. Minor
<u>Chair</u>	Mrs C. Bratt

1. Aims

This remote learning policy for staff and parents 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

2. Roles and responsibilities

Both the Headteacher, Mrs. K. Minor, our Remote Learning Lead, Mrs. N Lockett (Assistant Headteacher), and Deputy remote learning lead, Miss R. Cotton are responsible for formulating and overseeing Forsbrook CE Primary School's Remote Learning Policy. Therefore, any questions about the operation of this policy or any concerns about the viability of any part of this policy should be addressed to any of these three members of staff via our school office email: admin@forsbrook.staffs.sch.uk.

Teachers are responsible for monitoring remote learning within their own classes. Expectations for this are set out below.

Parents are responsible for ensuring the safe and correct use of programmes used in remote learning.

3. Preparing for Remote Learning

Forsbrook CE Primary School will be proactive in ensuring that:

- Staff and pupils have access to the necessary programmes needed for remote learning
- Staff, parents and pupils are familiar with the main functions of the remote learning programmes.
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education.

Forsbrook CE Primary School should ensure that staff are supported in the development of the above framework by:

- Using online staff meetings and setting aside professional development time
- Ensuring that staff have access to a suitable device at home during the closure period.

Staff should ensure that they:

- Have received appropriate training
- That they have access to a suitable device at home and can access remote learning teaching resources.
- That they are aware of any families who cannot access remote learning and make appropriate alternative arrangements.

4. Continuity of Education During Closure

Forsbrook CE Primary School will make provision for remote contact with pupils on a daily basis in two forms:

- Pupils will have access to work via SeeSaw that allows them to continue progress while at home
- KS2 pupils will have the opportunity for online lessons with their class teacher via Microsoft Teams.

In as far as is possible Forsbrook CE Primary School should attempt to replicate the timetable that pupils follow through the course of a normal school day. Therefore, teachers will need to make themselves available for teaching during their normal working hours. However, during these unprecedented times, we are mindful that teachers with their own families may find this challenging. In this instance, teachers should consult with the headteacher, who will provide help and support with this.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- online learning operates on a very different dynamic
- some subjects and activities do not lend themselves well to remote learning. Therefore, we will restructure our timetable accordingly

5. Remote Learning Practice and Recommendations

The setting of tasks (using SeeSaw)

Class teachers will provide work broadly in line with pupils' timetables through the remote learning APP, SeeSaw. Tasks will be set daily in accordance with existing schemes of work and curriculum expectations. The tasks will be designed to allow pupils to progress through learning at a similar pace as if they were in school, where possible. Naturally, remote learning will require pupils and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching. Where possible, the nature of tasks set should allow pupils to learn independently.

Daily tasks include:

- Phonics/Guided Reading
- Mathematics
- English
- P.E

**Please see Maths and English Home Learning policy for more specific information about how work is set for these subjects.*

Weekly tasks:

- Science
- Computing

Optional tasks

➤ Topic-based tasks

Teachers will set tasks through the 'Activities' function on SeeSaw and it is the responsibility of teachers, parents and pupils to ensure they know how to use this functionality effectively. Parents should inform teachers via email or phone call if any issues arise or if they are unable to access learning at home, so that alternative arrangements can be made. Teachers should inform the remote learning leads, Mrs Lockett and Miss Cotton, if they are presented with any challenges or need technical support.

Live sessions (using Microsoft Teams)

KS2 teachers will be asked to deliver content in a 'live' manner, where possible, to relieve pressure from parents during this time. The rationale here is that if the oldest children are supported by the teacher throughout the lesson, this will enable parents to focus on younger siblings. These 'live' sessions are optional for parents, however, and pupils are not obliged to join. We leave this to the parents' discretion.

Microsoft Teams is a platform that allows for resources to be shared, teachers to provide exposition, and pupils to ask questions in 'real-time'. Live sessions can be particularly helpful as they can facilitate communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in Teams. Screen sharing also allows teachers to broadcast their screens and open documents during the Meeting calls for discussion and sharing with the class.

In a live session, there is no need for pupils to broadcast audio or video, as the text (conversation) function is adequate. Teachers may wish to use the audio/video functions must follow safeguarding and data protection protocols if doing so. There will be occasions where the teacher may ask pupils to use their audio function to respond to questions.

In the event of technology failure, children will resume access to the learning materials via SeeSaw and work independently/with parents until the issue is resolved. Teachers can communicate with parents via SeeSaw or email in this case.

6. Assessment and Feedback

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they assess work, that it is designed in such a way that meaningful feedback may be provided.

Teachers should ask for the following to be submitted to the class teacher via SeeSaw for feedback:

- End of unit assessment for maths
- Extended writing (first to final draft or when required as part of a teaching sequence)

Any additional work set and completed on other platforms, such as PurpleMash, will also be responded to by the class teacher and sent back to pupils.

Self-assessed work:

Teachers do not require every piece of work to be submitted to the class teacher for feedback; therefore, teachers will provide 'answers' so that parents can self-assess. This includes the following:

- Maths – Daily arithmetic questions and activity sheets from PowerMaths books
- Phonics activities and guided reading questions
- Grammar work that is completed in your SPAG CPG book (Year 1 – 5)
- Weekly spellings

*If parents or pupils choose to submit work via SeeSaw on a daily basis, they may do so. Teachers may look at this and respond, but this is not an expectation.

Optional submissions:

- Science activities (including videos)
- Topic-based activities
- Any activities that children complete by choice (for example, a video of a pupil playing an instrument or a pupil baking)

7. Remote Learning Agreement

Expectations of Parents and Pupils

- Assuming that a pupil is healthy and well enough to work, pupils are expected to participate as fully as possible in the remote learning process, completing tasks to the best of their ability. However, we do recognise that everyone's circumstances are different. Therefore, we do not wish to apply any further pressure than is necessary. We will work with parents to ensure that families have what they need to continue learning as best they can and, most importantly, ensure that families stay safe, happy and healthy through this period of closure.
- We ask parents to be mindful of our teacher's individual circumstances during this time and ask for parents' patience in receiving responses. Teachers will respond to pupils' work and parents' queries as soon as they are able to and will endeavour to provide feedback as required to ensure that children can progress.
- It is parents' responsibility to contact school if they are having difficulty with remote learning or do not have access.

Expectations of Staff

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the headteacher or the remote learning leads, Mrs Lockett or Miss Cotton.

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Teachers are responsible for providing constructive feedback to their pupils in a timely manner via SeeSaw.

In the event a teacher is unwell during a period of remote learning, teachers should inform the headteacher immediately. (Note that illness in these cases will be treated as normal and recorded with back to work discussions conducted remotely if required.)

Teachers are expected to:

- Plan and set daily activities via SeeSaw and deliver 'live sessions' where appropriate
- Respond to reasonable amounts of communication from pupils, parents and teachers
- Mark work and feedback to pupils via SeeSaw
- Take part in remote meetings with staff and Senior Leaders at an agreed time within the working school day.

Teachers are asked to contact parents by telephone fortnightly to discuss progress with remote learning (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous).

If teachers require support with any aspects of remote learning, they are encouraged to consult the headteacher or remote learning leads. The help pages in SeeSaw are a useful source of training.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues and parents. Teachers also should ensure their communication does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are:

- Email using school email addresses only
- Microsoft Teams
- SeeSaw
- Telephone

8. Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENCO. In addition, the headteacher will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to teachers if required.

9. Pastoral care during a school closure

The primary responsibility for the pastoral care of a pupil rests with their parents/guardians. However, teachers should check in regularly with their class to monitor progress and their general wellbeing.

Teachers will be expected to pass on feedback to the headteacher where necessary, particularly if there are concerns or a lack of communication.

10. Safeguarding during a school closure

Pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. Please see Child Protection and Safeguarding policy with attached appendix for Safeguarding procedures through COVID-19 closures.

11. Data Protection

Accessing/Sharing Personal Data

Teachers may need to access and/or share personal data such as email addresses and home 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.

Where information is printed, staff must ensure that paper copies containing personal information is destroyed immediately after use.

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