Remote Learning Policy

Signed on behalf of the Governing Body

Review Date; Spring 2023

Next Review Date; Spring 2024

Produced by;

Latest Version Date;

Links to other policies

Notes

Aims

The aim of Remote Learning is to support the learning of those who are not at school because of illness (more than three days but less than fifteen), because they are self-isolating or awaiting test results for themselves or a family member. This will also support learning for those classes who have to shut for a short time either due to national covid guidance or because we do not have enough staff to remain open safely.

This remote learning policy aims to:

- outline a consistent approach to remote learning for children who aren't in school

- set out expectations for all members of the school community with regards to remote learning

- provide appropriate guidelines for data protection

- provide guidance for when Remote Learning will be provided

Responsibilities
Class Teachers

When providing remote learning to the whole class, teachers will be available between 8.55am and 3:25pm to respond to questions from children and parents about the remote learning that has been set. Teachers will aim to respond during the same day, where possible. Families should keep in touch with class teacher using the class email address, listed below, or by phoning the school office on 01751 472620.

Class email addresses

nursery@pickering-inf.n-yorks.sch.uk

butterfly@pickering-inf.n-yorks.sch.uk

badgers@pickering-inf.n-yorks.sch.uk

hedgehogs@pickering-inf.n-yorks.sch.uk

squirrels@pickering-inf.n-yorks.sch.uk

rabbits@pickering-inf.n-yorks.sch.uk

Where a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, learning will be set by teachers from the same year group.

When providing remote learning, teachers are responsible for:

Setting Remote Learning

- Teachers within a year group are responsible for setting the remote learning for the year group.

- Class teachers should ensure their class members have access to the learning set.

- Each class should have at least three pieces of remote learning set per day, which reflects learning that is or would have been happening in class.

- The learning for the first day of remote learning will be provided on the first day of home learning. Each subsequent day, learning will be available for the following day.

- Where an individual is isolating independently of the class; remote learning will be provided from the first day of remote learning.

- Alternative, paper-based learning materials will be provided on a weekly basis for children without access to online materials.

Providing feedback on work

- Class teachers will provide details of the learning that is expected to be returned electronically and by when. Teachers are not expected to mark or feedback on any other work sent to them from parents to ensure that this is manageable. However, teachers are expected to communicate with parents to ensure their involvement and that they feel supported.

- We aim to collect any learning evidence electronically but, where it is needed, any paper-based learning from home should be brought into school when the children return. Class teachers will look through the learning completed when this returns to school and provide any necessary feedback within one week.

Keeping in touch with children who are not in school and their parents

- Where the whole class or year group is learning remotely, the class teacher, and/or teaching assistant, will make regular (at least weekly) contact with families via class email.

- Where families do not make contact with the class teacher through the above contact, the class teacher, or teaching assistant, will make a contact with the family through a phone call.

- Class teacher or teaching assistant will make regular contact (at least weekly) via phone call with any vulnerable children and families, including any disadvantaged children and any with support from Children's Social Care.

- Teachers are not expected to answer emails or questions received by children or parents online outside of school hours 8:55am-3:25pm. Teachers should respond to questions the same or following day.

- Teachers should make the Leadership Team aware of any safeguarding or general concerns or complaints raised by parents or pupils as soon as possible by telephone or email and log incidents via CPOMS as usual.

- Where staff are using their own phone, they are requested to withhold their number. Therefore, phone calls from staff may come from the school phone number but may, equally, come from a withheld or unknown number where staff are working from home.

- Teachers should raise any concerns about children failing to complete learning with their parents and agree with their parent's any necessary reasonable adjustments where these are justifiably required to support a child's individual needs.

Attending virtual meetings

- Teachers are not asked or expected to make virtual meetings with parents and children.

- Teachers may be expected to attend multi-agency meetings or staff meetings. Where this is the case, they should dress in an appropriate professional manner and ensure that their background is tidy with nothing personal on show.

Remote learning will be sent to families via Parent Mail and, in the case of whole bubble closures, will also be available on the school website.

Teaching Assistants

When assisting with remote learning, teaching assistants are expected to be available for their usual working hours 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 as outlined in the Leave of Absence Policy.

When assisting with remote learning, teaching assistants are responsible for:

- supporting children on an individual basis, for example, through a phone call to provide additional support

- contacting families (at least weekly), in consultation with class teacher or, in their absence, a member of the senior leadership team, through regular phone calls with any vulnerable children and families, including any disadvantaged children and any with support from children's social care

- contacting families (at least weekly), in consultation with class teacher or, in their absence, a member of the senior leadership team, through regular phone calls where families are not fully engaging with home learning and/or communication with school

- specific remote support to children to support their individual learning, for example, through a recorded Microsoft Teams session for a small group to provide specific support

Head Teacher

With support from the leadership team, the Head Teacher is responsible for:

- co-ordinating the remote learning approach across the school

- monitoring the effectiveness of remote learning through regular meetings with staff and by reaching out for feedback from children and parents

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

- supporting class teachers and teaching assistants in balancing their work load in line with individual circumstances

- providing support for class teachers and teaching assistants with home learning and with communication with families, as necessary

Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- identifying the most vulnerable children in school and their needs for remote learning

- updating and managing access to child protection files, where necessary

- liaising with children's social workers where they need access to children in need and/or to carry out statutory assessments

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo is responsible for:

- supporting teachers, where appropriate, to ensure that remote learning for children with SEND across the school is appropriate for their needs

- supporting teachers by identifying any useful resources they can use to teach their class remotely

- making contact with vulnerable families in the absence of class teacher or as an additional contact where necessary

Office staff

Office staff will support the school by being responsible for:

- helping to resolve issues reported by parents or staff, for example, username reminders or accessing resource links and liaising with the Schools ICT Team where appropriate

- supporting parents and carers with systems used to set and collect work

- continuing to monitor absences and supporting staff where contact with parents and carers is proving difficult

- reviewing the security of remote learning systems and referring any data protection breaches to the data protection officer

- supporting the delivery and/or collection of paper based learning materials where necessary

- report any safeguarding concerns using CPOMS and liaise with members of the Safeguarding Team, as appropriate

Children and Parents

Staff can expect children learning remotely, with support from their families, to

- engage with remote learning; include online learning on a daily basis completing the learning that has been set by their class teacher

- seek help if they need it, from available teachers or teaching assistants

- 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 unwell or otherwise unable to complete their learning

- seek help from the school if they need it, for example, if they are unable to access learning due to technical issues or a lack of resources so that alternative and suitable arrangements can be put in place

- alert the class teacher or, where appropriate a senior member of staff, confidentially to raise a concern

Governing Body

The Governing Body 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

Remote Learning

From the first day of self-isolation, for whatever reason, families will receive remote learning for their child or children. Remote learning will be then sent at least weekly via Parent Mail. Any families needing printed versions of any work should contact the school office as soon as possible to arrange this.

Remote learning will reflect the learning that is or would have been happening in class. It will include daily phonics sessions, daily maths sessions and a selection of learning from areas across the appropriate curriculum for each year group.

Our phonics sessions will include video links, videos from staff and a range of resources to support progression through the appropriate phase of Letters and Sounds.

Our maths sessions will be based on White Rose Maths, which includes video links and access to a range of supporting resources.

Children and families should continue to access Bug Club (login details can be found in each child's Busy Book) and, where applicable, to Lexia (login details again can be found in each child's Busy Book). Families with children in Foundation Stage (Nursery and Reception) should continue to use Tapestry as a means of communicating with staff about their child's learning.

Where whole classes are closed, other learning will be supported by resources from Oak Academy using lessons which relate to our school curriculum long term plans.

Staff use Microsoft Teams for remote learning for Key Stage One and Tapestry for Foundation Stage. Information about how to access these will be shared with parents and carers.

Health and well-being

The physical health and the mental health and well-being of children, their families and our staff is our first priority. We encourage parents, wherever possible, to engage in remote learning as it is extremely important for keeping children's learning on track. There will be times though where, due to illness or other exceptional circumstances, children and their families are not able to engage with remote learning in the way that we all hope. Each family is unique and because of this, should approach remote learning in a way which suits their individual needs. We realise that the circumstances that may cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. It is essential that school and families keep in contact to work together to discuss any obstacles or any difficulties to try to resolve these as soon as possible.

In the event of a class closure, we will send information to families, via Parent Mail, to support children in understanding what has happened. We encourage families to contact class teachers for further support where children are finding bubble closures and/or home learning expectations difficult to understand.

Free School Meals

All children at our school are entitled to universal free school meals when in school. These will not be provided in the event of a class closure or a child self-isolating, in line with government guidance. Children who are entitled to free school meals through their Pupil Premium entitlement will receive

either packed lunches provided by the school where the kitchen remains open or supermarket vouchers for any period of self-isolation due to school closures. Where appropriate, voucher codes will be distributed as soon as possible through Parent Mail. Parents should contact the school office with any questions relating to this or for any additional support.

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- only use their official school email account and never use personal messaging systems

- only access personal data if it is necessary for the purposes of remote learning and teaching

- only connect to personal data on the school network using approved tools for example, One Drive and Team

Processing personal data

- Staff must not put sensitive personal information at risk of compromise of confidentiality or any other personal information at risk of loss through the use of non-secure tools and methods (such as non-approved third party services) and/or personally owned email accounts. In particular, staff shall ensure that the use of any file synchronisation and sharing tool (for example Onedrive and Teams) to support remote or mobile working is compliant with this and other Pickering Infant School policies, including our acceptable use agreement.

- Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to limit the processing of personal data so it is relevant, adequate and necessary to fulfil the purpose required.

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

- Not downloading any documents to personal devices but, instead, using them online in Teams or Onedrive

- Installing antivirus and anti-spyware software

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