



Remote Learning Policy

Firfield Primary School

Member of staff responsible	James Yellop
Governor responsible for this policy	Graham Robertson
Date of policy approval	September 2020

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Firfield Primary School has developed the following policy. This policy offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2020) 'School attendance'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- GDPR - Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Feedback Policy
- Home School Communication Policy

Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating and recording incidents.

The DSLs are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the school's ICT support to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, (and where the DSL is not the Headteacher, liaising with the Headteacher) and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

The school's ICT support are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.
- A record is kept of school equipment loaned out to families.

Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing remote learning.

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough or a high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past test papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live classes
- Pre-recorded video or audio lessons



Software and Online Platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by the above platforms.

Children will remain in contact with their class teacher through MS Teams, class emails and Class Dojo.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos - they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers are to use the lessons in the classroom so children are familiar with the platform.

White Rose Maths resources will be used as they are matched to our current maths curriculum model.

Phonics Play, Purple Mash, MyMaths and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

MS Teams and Class Dojo will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live / pre-recorded videos.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Firfield Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning. Firfield Primary School are fully aware that these are exceptional times and would like to make it clear. Each family is unique and because of this, should approach home learning in way which suits their individual needs.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms:

- Class Dojo (Year 1- 6)
- Purple Mash
- MyMaths (KS2)
- TT Rockstars

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Class Dojo, sent via the school email and / or priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

A pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p><u>Worksheets and Practical Resources</u></p> <p>If a child is isolating because someone in their household is symptomatic or tests positive.</p> <p>Children will have the immediate opportunity to continue their learning. The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing and handwriting. These will be provided on the 1st day of absences. (Home learning challenges to be sent to EYFS age appropriate)</p> <p>Using Class Dojo or class email, the class teacher will be readily available for the family to contact the teacher. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to the Oak National Academy taught session or the relevant learning platform available. (See above list)</p> <p>The class teacher will communicate by email, what the main aims for the child whilst isolating is. For example To add 3 digit numbers, To write a letter linked to the topic. Explain the purpose of a sun. This will allow the child to be working on the same expectations of the rest of the other children.</p> <p>Non-core lessons and resources will be uploaded to Class Dojo and Purple Mash.</p> <p>DDC guidance September 2020 - No one to one sessions will occur.</p>	<p>The school office will contact parents to ensure a test has been taken and to make sure that parents know to communicate test results.</p> <p>If any children are entitled to benefit related FSM, ensure food is made available through a food parcel produced by the school or provide vouchers to families. (Follow any updated Guidance provided by DfE)</p> <p>If the child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well-being checks via a phone call from the DSL (Record on MyConcern).</p> <p>If a child does not engage in learning, the class teacher is to call the parents to discuss obstacles and support.</p> <p>Contact to be made with JY/ AF and RT (DSLs) if support is needed with an electronic device. The school will set up a loan service agreement to support remote learning.</p>

A group of children are self-isolating because of a case of coronavirus in their class bubble

Ongoing Support	Safeguarding/SEND
<p><u>Worksheets and Practical Resources</u></p> <p>If a child is isolating because someone in their class bubble is symptomatic/ self-isolating or a family member tests positive.</p> <p>Children will have the immediate opportunity to continue their learning. The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing and handwriting. These will be provided on the 1st day of absences.</p> <p>Using Class Dojo or the class email, the class teacher will be readily available for the family to contact the teacher. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to the Oak National Academy taught session or the relevant learning platform available. (See above list)</p> <p>Non-core lessons and resources will be uploaded to Class Dojo and Purple Mash.</p> <p>Using Class Dojo or class emails, the class teacher will upload activities between 9am-3:30pm the day before to allow parents to see the learning materials prior to supporting their child/ren.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant online platform, they could use MS Teams or record teaching clips on Class Dojo to teach directly to the isolated group. This will be a pre-planned time set by the class teacher and communicated to the family / child isolating. The timings will be based on teaching commitments in school. Sessions can be pre recorded.</p> <p>Live teaching via teams / pre-recorded teaching will be scheduled on a time set out by the teacher. No recording will exceed 1 hour at a time.</p> <p>These sessions will be groups only. DCC guidance September - a group will be limited to 6. (A list of who is in attendance will be written and time period undertaken by the class teacher).</p>	<p>The school office will contact parents to ensure they know how to communicate test results.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well-being checks via a phone call from the DSL (record on MyConcern).</p> <p>If any children are entitled to benefit-related FSM ensure food is made available through a food parcel produced by the school or provide vouchers to families. (Following DfE guidance).</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.</p> <p>Contact to be made with JY / AF and RT (DSLs) if support is needed with an electronic device. The school will set up a loan service agreement to support remote learning.</p>

A whole bubble / cohort of children is isolating because of an outbreak of coronavirus / school closure

Ongoing Support

Safeguarding/SEND

Teachers will share a pre recorded message via email from the class teacher for the children and parents. In this pre recorded message the teacher will discuss the remote learning arrangements and expectations. This will demonstrate learning time and live interaction / pre recorded watching of teaching. See WAGOLL PLAN

A timetable of learning will be sent by email, this will indicate live interaction via TEAMS and when pre-recorded sessions have been planned for. (See WAGOLL)

Teachers will also share a timetable of learning - this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.

- Purple Mash
- Oak Academy
- Class Dojo
- My Maths (KS2)
- Phonics Play
- Tapestry (EYFS)

If a school closure is necessary, PPA will be indicated to the parents and shown on the plan. Class teachers will have ½ day (PPA), this will be work set or covered by HLTA. The class teacher will inform parents of this arrangement.

For non-core lessons, resources will be uploaded to Class Dojo and, where possible, web-links to appropriate support materials will be shared. Teachers will schedule an afternoon Teams meeting to support those children needing additional input.

These might consist of groups of 6 or 15. The size and timings are based on the class teacher and their own personal constraints at the home.

Time will also be scheduled for the children to be part of a virtual assembly held by JY/AF/RT. This will encourage children to keep working, celebrate successes and promote a togetherness.

General assemblies might also be pre-recorded to be view at a convenient time for the family.

Completed work should be photographed and uploaded to Class Dojo or sent to class teachers. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either Teams, Class Dojo or Tapestry depending on the teacher's preference.

If any children are entitled to benefit related FSM, ensure food is made available through a food parcel produced by the school or provide vouchers to families. (Follow any updated Guidance provided by DfE)

If any child / children are vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well-being checks via a phone call from the DSL JY, AF and RT (Record on My Concern).

Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.

All contact with vulnerable pupils' workers will be recorded on paper and suitably stored.

The DSLs will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote learning, as required.

Any home visits to individuals will be completed by the DSL only.

All home visits, if required must:

- Have at least one suitably trained individual present
- Be undertaken by no fewer than two members of staff
- Be suitably recorded on MyConcern.
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the DSLs, or any other relevant member of staff - this arrangement will be set up by the DSL prior to the period of remote learning.

Use of the safeguarding phone is shared with parents.

Flexibility in Learning:

Flexibility of learning: - we realise that the circumstances that 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:-

- Parents may be trying to work from home so access to technology as a family may be limited. Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- Teachers may be trying to manage their home situation and the learning of their own children. Systems (such as broadband) may not always function as they should;
- An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Feedback

All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Feedback can be shown on the class Dojo- working on the Portfolio sections, uploaded by the pupils/parents
- Instant feedback is completed via Purple Mash through rewards and directly to the child.

Expectation and Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, deadlines will be set on weekly basis. It must be noted that the work children engage in during a period of closure, will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

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.

Teaching Staff at Firfield Primary School

- Adhere to this policy at all times during periods of remote learning.
- Share teaching and activities with their class through Tapestry, class emails and Class Dojo.
- Continue teaching in line with current, extensive planning that is already in place throughout the school.
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this.
- Take part in any training conducted to meet the requirements of the policy.
- Report any potential dangers or concerns they may have about remote learning to the Headteacher.
- Adhere to the Staff Code of Conduct at all times.
- Respond to parent emails on the year group email.
- Inform SLT if any pupil from class has not accessed home learning for over a week.
- Keep in contact with children through the class emails, Tapestry, ClassDojo, Teams or PurpleMash only.
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00-3:30pm.

- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways.
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow.
- Staff and children must wear appropriate clothing, as should anyone in the household.
- All computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred. (DCC guidance).
- No 1:1 groups (DCC guidance).
- The live class should not be recorded. (DCC guidance).
- Live classes should be kept to a reasonable length of time, streaming may prevent the family 'getting on' with their day. (DCC guidance).
- Language must be professional and appropriate, including any family members in the background (DCC guidance).
- Staff must only use communication systems provided by the school / college to communicate with learners. (DCC guidance)
- Staff should record the length, attendance, time and date and of any sessions held (DCC guidance) See example.
- Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through video clips and tasks for home learners. (Class Dojo/live or pre-recorded lessons in Microsoft Teams).
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of families to print/use these resources at home.
- To respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via the [class](#) email addresses.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

Pupils at Firfield Primary School

- Adhere to this policy at all times during periods of remote learning.
- Be situated in a suitable 'public' living area within the home with an appropriate background - 'private' living areas within the home, such as bedrooms, are not permitted during video recording.
- Wear suitable clothing - this includes others in their household.
- Use appropriate language - this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store or distribute video material.
- Always remain aware that they are visible.

Family (Parent/guardian)

- Adhering to this policy at all times during periods of remote learning.
- Support their child's learning to the best of their ability.
- Parent to be present in the room if live learning.
- Ensure the child has access to remote learning.
- Encourage their child to access and engage with ClassDojo, PurpleMash, Tapestry posts from their teacher.
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the ClassDojo apps (and Microsoft Teams).
- Know they can continue to contact their class teacher as normal through ClassDojo and PurpleMash apps if they require support of any kind.
- Check their child's completed work each day and encourage the progress that is being made.

- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
- N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials, parents must note that resources are for viewing online only on our secure class teams. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Firfield Primary School would recommend that each 'school day' maintains structure.
- Each week, work for the week in English, Maths and Topic will sent to parents via the class email. Families should view this together and then make appropriate plans to complete the work.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the school email address, Class Dojo or by commenting on the school message page post with a question.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms, but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Data protection

This section of the policy will be enacted in conjunction with the school's GDPR - Data Protection Policy.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy and retained appropriately.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any breach of confidentiality will be dealt with in accordance with the school's GDPR - Data Protection Policy.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

- Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- If using electronic devices during remote learning, pupils will be encouraged to take a five minute screen break every two hours.
- Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- If any incidents or near misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

This policy will be reviewed on an annual basis by the Headteacher, pending DfE guidelines.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is September 2021.

Class Teacher's recording template (Recommended by DCC) Remote Learning

Name of the Teacher:	Date:	Start time session:	End time of the session:
Focus of the session:		Number of children:	
Name of children attending:			
1.			
2.			
3.			
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23.			
24.			
25.			

Copies to be sent to JY / AF / RT electronically after each session