



Remote Learning Policy

Spring term 2021



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Remote Education Provision

Teagues Bridge Primary School

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I. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Ensure quality education is delivered to all pupils
- Deliver a planned and well sequenced curriculum
- 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:

Teachers:

When providing remote learning, teachers must be available between 8.00-4.00pm

If they're 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 - see absence/sickness policy.

When providing remote learning, teachers are responsible for:

- Setting work
 - Set meaningful and ambitious work each day in an appropriate range of subjects for their class.
 - Work must include - EYFS/KSI - RWInc. Phonics, reading, Literacy and grammar, Maths and a foundation subject. KS2 - RWinc. Spelling, reading, literacy and grammar, maths and a foundation subject, this must be set daily.
 - Teachers to provide parents with a timetable to mirror the structured day in school.

➤ Work set on Purple Mash:

- RWInc. Phonics to be uploaded to purple mash for children and parents to access, this will include 5 links for 5 lessons for the week.
- Maths will be set from Premium White Rose Resources. Lessons will be uploaded to Purple Mash for children to access. Children can submit their completed work by photographic evidence and e-mailing back via Purple Mash or completing the accompanying workbook set by their class teacher. Teachers will attach a video link to Purple Mash so they can watch a real lesson linked to the learning.
- Spellings to be used via Purple Mash with 5 activities per week. This will include the words for the week followed by a daily activity and a quiz.
- Writing - this will be linked to a text taken from Oak National academy lessons. Staff will choose the text for their base and then upload the modelled lesson to purple mash. Teachers will then plan a range of writing activities in a booklet form, allowing the children to edit the document. Videos will be uploaded daily.
- Grammar - Oak academy will be used for grammar lessons linked to the text. Additional Grammar activities can be set by the teacher from Oak academy to support misconceptions etc. there will be another recording sent to support feedback and next steps by the teacher.
- Reading - All children can access Bug Club as teachers assign book banded books to each child. Children read the books and have follow up comprehension questions. A book is also assigned to children on Purple Mash. This is split in chapters and after each chapter, children will complete a comprehension quiz.
- EYFS are accessing the curriculum via Mini Mash (this is part of Purple Mash).
- Each week children will be set foundation subjects and these will be in blocks. The first half of the spring term will be Geography and PSHE. Staff will upload work from our curriculum offer to Purple Mash for these subjects.

➤ The amount of work they need to provide:

- Work is set each day by 3pm in preparation for the following day and is uploaded to Purple Mash and then children receive an alert telling them there is work to be completed.
- Teachers set an expiry date to ensure that children are completing the right amount of work in each timescale. The expiry date is set for a week.
- All work is uploaded to Purple Mash
- 2 hours a day to be set for EYFS, 3 hours per day to be set for year 1 and 2, 4 hours for year 3 - 6.

➤ Providing feedback on work:

- All teachers receive alerts once children have completed work on purple mash.
- Teachers will then mark the work and write a comment in the comment box. Comments will refer to errors and misconceptions and are sent back as a redo to the child. Comments need to be linked to the schools marking policy e.g. a fix it comments. Comments also include a challenge task/comment to extend the children's thinking. Further videos and guidance should also be sent when setting a redo for the children to complete.
- Children receive the feedback from the teacher with the work that has been set

➤ Keeping in touch with pupils who are not in school and their parents

- Teachers must communicate with children and parents daily via Purple Mash e-mails. A record will be kept ensuring regular contact is made. Anyone who does not make contact will receive a telephone call on the Friday from the class teacher and if there is still no response then parents will receive a telephone call from the headteacher or a member of the senior leadership team.
- Teachers will communicate with children and parents between 8.00-4.00.
- Teachers will keep a list of all children and amount of work completed, which is shared with the SLT. Parents will then be contacted if children are not completing any work in the first instance via e-mail by the teacher, and then followed up with a phone call if this does not improve.
- Any complaints or concerns from parents should be reported to the Head ASAP via e-mail or in person.

➤ Attending virtual meetings with staff, parents, and pupils via teams:

- Lesson set on Purple Mash will also be delivered to the children who are attending school.
- Teachers will set up virtual meetings with children and parents via Teams daily for 10 minutes, allowing teachers to set the work for the day. They will discuss the content of the work, address and errors and misconceptions from previous learning and communicate with parents. These slots will be timetabled so all siblings at home, who only have access to one device, can meet with their teacher.
- The headteacher will have contact with all children through a weekly TEAMS assembly focusing on Picture news.

2.3 Subject leads

- 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
- Checking on children who are completing work and those who are not.
- Monitoring the remote work set by teachers in their subject – this will be done face to face.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating remote learning 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, questionnaires to be sent to parents each month.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- Checking on the safety of all children and those who have not had any contact with their class teacher
- Contacting families who are on the at-risk list
- Contacting families who are part of the TAF process and Early Help assessment.
- Contact Family Connect with any safeguarding concerns that arise.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are 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

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although to consider 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
- Alert teachers via Purple Mash e-mail if they are 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 cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Understand that teachers will only respond to e-mails within working hours
- Ensure children are in an appropriate location in the home when working
- Ensure your child is dressed appropriately when taking part on virtual meetings
- Do not post photographs that are not appropriate.
- Do not make inappropriate comments via the Purple Mash e-mail
- Check the comments your child is returning to the teacher.
- No pupil should use any inappropriate language in the comments on Purple Mash

Home learning Packs:

- These will be provided to children who cannot access on-line learning and resources at home.
- Packs will be individual to meet the child's needs and will be sent home via post or requesting the parent collects them.
- Packs will include 2 weeks' worth of learning.
- Packs will be sent out on request from parents; these will then need to be returned on the date set by the teacher. This will be communicated with the parent on request of the pack.
- Parents can return the pack to school or request they are collected by the EWO (Alison Pike).

What will be included in the home learning packs:

- Writing activity linked to a text, text/paper copy to be included with the pack
- Maths activities from White Rose (to include the white rose PowerPoint and resources from online platform)
- Phonics EYFS/KSI - include red words, set of sound cards linked to the set they are on, green word flash cards.
- Reading - send home a reading book and comprehension linked to it.
- Grammar activity
- Handwriting books - EYFS/KSI
- Science/Geography/History
- Spelling - send home RWinc book along with words
- For further challenge include the Collins Maths and English workbooks.

Keeping in touch with Pupils and Parents who have no on-line access.

- Teachers to e-mail parents and children daily from your base e-mail to check on the children and the work being completed.
- Teachers will offer any help and support.
- If parents do not respond to the e-mail within 2 days, this is followed up with a phone call by the class teacher.

2.8 Governing board

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

3. 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
- Issues with behaviour – talk to the relevant key stage leader
- Issues with IT – talk to IT staff/ICT gold technician
- Issues with their own workload or wellbeing – talk to the head

- Concerns about data protection – talk to the data protection officer (head)
- Concerns about safeguarding – talk to the DSLs

4. Data protection

4.1 Accessing personal data

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

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as e-mail address 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.

4.3 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

5. Safeguarding

[Child Protection Policy November 2020 \(005\).doc](#)

6. Monitoring arrangements

This policy will be reviewed every 2 weeks. At every review, it will be approved by Rose Gregory, Chair of Governors.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and Coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Marking policy
- Attendance
- Mental health and well-being