

# Marlborough Primary Academy



## Remote Learning Policy

<b>Approved by:</b>	LGB - Marlborough Primary Academy	<b>Date:</b> 16 <sup>th</sup> November 2020
<b>Last reviewed on:</b>	[Date]	
<b>Next review due by:</b>	[Date]	

### Contents

1. Aims .....	2
2. Roles and responsibilities .....	Error! Bookmark not defined.
3. Who to contact .....	Error! Bookmark not defined.
4. Data protection .....	Error! Bookmark not defined.
5. Safeguarding .....	Error! Bookmark not defined.
6. Monitoring arrangements .....	Error! Bookmark not defined.
7. Links with other policies .....	Error! Bookmark not defined.

## Aims

- To outline our approach for pupils who will not be attending school, as a result of government guidance, the closure of a class bubble, or through isolation of individual pupils.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

## Who is the plan applicable to?

Every child is expected to attend school from the beginning of the Autumn Term 2020.

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

- \* A continuous, dry cough
- \* 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 This plan outlines expectations for class bubble or partial school closure, and individual cases.

## Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind.

In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Marlborough Primary Academy has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils Curriculum

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language. The governors and senior leadership team at Marlborough Primary Academy are fully aware that these are exceptional times and each family is unique, because of this will approach remote learning in way which suits their individual needs. 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;

Marlborough Primary Academy knows that there has been much disruption to children's education, therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise. Our approach includes a blend of paper resources, online learning through Class Dojo and Purple Mash learning platforms, which will include some virtual face-to-face sessions through Google Classroom (once set up and training by IT team Autumn 2). All Remote Learning will also be posted on Class Dojo Learning Platform.

## **Roles and responsibilities**

### **Office Staff**

In the event of a child having to self-isolate, Office staff taking the call will need to inform parents that the Remote Learning will be available on the School website for their child to access. Office staff will need to ascertain the reason for isolation. Children will be expected to complete home learning unless they have symptoms, which mean they are not well enough to complete work. In addition, Office Staff will need to find out if the family have an adequate device and connectivity in-order to access the Remote Learning. Office Staff will need to inform the relevant Class Teacher so that they will be able to monitor the child's activity online from Day 1.

### **Teacher Expectations**

When providing remote learning for a class bubble closure or national lockdown, teachers must be available between 8.45 am and 3.30 pm (unless they are the person who has tested positive or have symptoms which mean they are unwell). When providing remote learning for a pupil/small group of pupils who are self-isolating, teachers will be available in working hours when they are not teaching i.e. 8-8.45am, lunch break and 3.30-5pm 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.

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work for the week in English, Maths and other subjects will be posted on the class's page on the school website and on Class Dojo Learning Platform. The information will contain:

- \* all website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
- \* home learning for subjects other than English and Maths
- \* Links to daily English lessons – using the Oak National Academy Learning Units linked to the school's Long-Term English Planning.
- \* Links to daily Maths lessons – these will predominately be linked to the White Rose Maths curriculum however teachers may provide further resources and guidance.

\* Paper packs to accompany lessons will be available to download or for parents to collect from the school office in a socially distant way.

- Staff will add these resources to their class webpage electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the Class Dojo messages direct to the Class Teacher.
- Teachers will receive further training and guidance so that they are confident in using the remote learning resources – Google Classrooms.
- Teachers will make sure all children and parents have access to logins by recording them in the child's reading record book.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Marlborough Primary Academy recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page as a guide. This includes regular bedtimes and daily reading for pleasure.
- All pupils will be sent home with an exercise book in order to record their learning. The children will be sent home with their home reading books
- Should anything be unclear in the work that is set, parents can communicate with class teachers via Messages on Class Dojo or by contacting the school office. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting 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 will be made available (e.g. paper copies of work, loan of iPads/dongles etc.). These will be discussed on case-to-case basis. To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible. To help parents to feel confident when helping their child to access remote learning, teachers and leaders will continue to upload 'how to' guides and videos on the school website. Remote teaching for staff who are self-isolating Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:
  - Follow normal reporting procedure for planned absence.
  - It is expected that staff get tested following guidance. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
  - Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by their phase leader, or the Deputy Headteacher or Headteacher and will be allocated on a case-by-case basis.
  - If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

When providing remote learning for a class bubble closure, teachers are responsible for:

**Online offer:**

- Oak National Academy - English Units linked to long term planning where appropriate
- BBC Bitesize – relevant Topic learning
- White Rose Maths
- Purple Mash for writing tasks
- Ruth Miskin/ YouTube for Read Write Inc Phonics September 2020 v1
- Times Tables Rockstars

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

‘Teacher-time’ – each child will be offered a weekly communication with the Teacher during the self-isolation period. In the short term (while we are preparing Google Classrooms) this will take the form of a phone call to each family.

- When Google Classroom is set up, this will take the form of a 1 x weekly 30- 40 minutes ‘face to face’ session with the Teacher and a small group of no less than 3 and no more than 6 children. All online safety and safeguarding rules and guidelines within this policy must be adhered to.

**Paper offer:**

- A weekly pack of paper worksheets/text-books/activities will be provided for English, Maths and the Foundation learning block. Enough for one lesson each day.
- An appropriate book band reading book (or several depending on the age of the child) will be provided in the pack.
- A family member/friend (who is not self-isolating) can collect or in exceptional circumstances a member of staff will deliver it to the household.
- The work will be returned when the next pack is collected and feedback will be given.
- Again, during the self-isolation period the class teacher will contact the family – either through email, from the school support email account, or a phone call once each week to check in and see if everyone is okay with the remote learning

## **Teaching Assistants**

When assisting with remote learning, teaching assistants must be available between 8.45am – 3.00pm, with an hour break during lunch time.

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.

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

Responsibilities include:

- ❖ Supporting pupils who are not in school, with their learning remotely. This will be for pupils within their assigned class and following instructions from the SENDCo if other children require support from other classes.
- ❖ Support children as required, responding to questions from parents & children regarding the set learning.
- ❖ Communicate with Parents/Pupils via Class Dojo.
- ❖ Review uploaded work on pupil's portfolios
- ❖ Provide guidance through feedback
- ❖ Keep a record of contact with children and parents and engagement with learning
- ❖ Record any concerns on CPOMS
- ❖ Attend virtual meetings with teachers, parents and pupils as required.
- ❖ Provide videos of lessons where requested – e.g. Phonics/Story telling

**Any staff members who appear in either learning videos, video meetings or live lessons they need to adhere to the following:**

- **Dress code – wear smart casual work wear as they would in school**
- **Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)**
- Check-in phone calls with pupils - Staff will speak to the parent/carer first and will only speak to the child if they are on a speaker phone with an adult present.
- Attending 'Teacher time' virtual meetings with pupils and parents once Microsoft Teams has been set up.
- When any virtual face to face sessions have been concluded, the members of staff leading the meet must be the last person online. Once all pupils have left the room the teacher must delete the chat and link. Teachers can refer to their Acceptable User Policy (AUP) for acceptable communication advice when in contact with families. In the event of a national lockdown, where teachers may be on a rota to work in school with key worker or vulnerable children as well as prepare remote learning, daily PPA time will be allocated to ensure they can still adequately provide remote learning. In the event that the teacher is ill and therefore unable to provide remote learning the Headteacher, Deputy Headteacher or other senior leader will ensure the provision is met.

## **Subject Leads**

Alongside their teaching responsibilities, subject leads are responsible for:

- 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
- Monitoring the remote work set by teachers in their subject – through access to the Class Dojo Pupil Portfolios and Class Pages.
- Alerting teachers to resources they can use to teach their subject remotely

## **SENDCo**

- Alongside any teaching responsibilities, the SENDCo is responsible for:
- Ensuring all children with an EHCP or identified additional needs has appropriate provision for remote learning.
- Liaising with parents of SEND children to ensure they are supported in remote learning.
- Supporting teachers to ensure SEND children have appropriate learning opportunities during remote learning.

## **Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through access to the class/pupil pages and feedback from families
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **Designated safeguarding Lead**

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- Ensuring regular contact with child/families with an allocated social worker, vulnerable families, children with an EHCP and their families and LAC.
- See the COVID-19 amendments to the Child Protection Policy

## **Pupils and Parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to any deadline set by teachers
- Seek help if they need it, from teachers or a member of the senior leadership team
- Alert teachers if they're not able to complete work
- Adhere to Online Safety guidelines
- Staff can expect parents with children learning remotely to:
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## **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 Headteacher and Deputy Headteacher
  - Issues with IT – talk to Computing lead, or Reach South ICT Lead
  - Issues with their own workload or wellbeing – Headteacher and Deputy Headteacher
  - Concerns about data protection – Headteacher and Deputy Headteacher
  - Concerns about safeguarding – Headteacher and Deputy Headteacher 4. Data protection

## **Accessing personal data**

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

- Have access to CPOMS to record any concerns about children, this is accessed via a secure password. Ensure they log out after use. Do not allow access to the site to any third party.
- Have access to their personal network area using a VPN
- Only use the laptop provided by school

## **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

## **Monitoring arrangements**

This policy will be reviewed termly by the Headteacher. At every review, it will be approved by the full governing board.



## Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy