Marlborough Primary Academy

Remote Learning Policy

Approved by:	LGB - Marlborough Primary Academy	Date: 16th November 2020
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Contents

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℃

* 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 Zoom or Google Classroom (once set up and training by IT team Autumn 2/Spring 1). 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. Remote Learning for children isolating is planned in fortnightly blocks across a half term, linked directly to the learning in the class.

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 – sometimes 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 but will provide a paper pack where necessary

• 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 but will continue using Class Dojo until such time.

• Teachers will make sure all children and parents have access to logins by recording them in the child's Home Learning Exercise 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 Dojo 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/Class Dojo. 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:

• English Units linked to long term planning where appropriate – some use of Oak National Academy English

• 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 or via Zoom during the 'Live' lesson daily. All online safety and safeguarding rules and guidelines within this policy must be adhered to(see Parental Agreement).

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 for each subject.

• 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

- ❖ Complete a weekly record of engagement with Home Learning and make follow up communications as necessary

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 will an adult present.

- • Attending 'Teacher time' virtual meetings with pupils and parents

• 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

- Leading a weekly Vulnerable Pupils/Family meeting with PSA & SENDCO

- 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 2020

- ICT and internet acceptable use policy

- Online safety policy

The Remote Learning Offer at Marlborough Primary Academy

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the event of school closure for the majority of pupils during a national lockdown/bubble closure, remote learning for the first 2 days will be available daily on Class Dojo, Class pages and the school website for all classes. The home learning for these days will follow the timetable of activities for English and Maths. These activities will be posted daily at the start of the day 1 & 2. During this time the teachers/support staff will be preparing the Home Learning Weekly Packs (including paper copies), transitioning learning plans from face to face to remote learning. We will also be contacting all parents to ensure every child learning from home, has access to appropriate devices and connectivity. Where necessary school devices/routers will be loaned to families (on completion of a user agreement), to ensure that all children will be able to access the remote learning. The first weekly paper pack will be ready for collection by parents on the afternoon on Day 2. Included in the pack will be the child's Home Learning Exercise book, including access codes/passwords to accounts for Class Dojo, Purple Mash and TT Rockstars.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, some curriculum subjects require specialist equipment e.g. Scientific Investigations.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	2.5- 3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

How will my child access any online remote education you are providing?

The remote learning will be available daily on the child's Class page on Class Dojo. This will follow a timetable of the learning activities for the day. The weekly remote learning paper pack will be available for parents to collect from the school every Friday afternoon for the following week's learning (some of these will be hand delivered to the home where necessary). This will include all the links to access video lessons/White Rose Maths recording sheets etc. Each day the class teacher will add links to the Live Zoom English and Maths sessions. The sessions must be supervised by parents. Due to many of our families having more than one child at the school, we will try to ensure that these sessions don't happen at the same time for each class.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We will make contact with all families on Day 1 of school closure to ascertain which families require device/connectivity.

- During Day 2 Devices/routers/dongles will be issued to families who do not have the appropriate hardware at home, with a user agreement, which must be signed by the parent. Arrangements will be made with the parent to collect the equipment.

- Weekly Remote Learning paper packs will be available weekly on a Friday afternoon for the following week's learning.

- When a child has completed a learning task, they can use a device to take a photograph of the activity/record sheet/home learning exercise book page and upload it onto their individual Class Dojo port folio

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- recorded teaching (e.g. Read Write Inc Phonics videos, Oak National Academy lessons, video/audio recordings made by teachers)
- live teaching (online lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- To ensure their child is following the daily timetable and completing their work
- Support the uploading of daily learning tasks on Class Dojo port folios.
- Let the school know if their child has any technical issues with accessing online learning
- Report any absences—including COVID 19 symptoms or positive test results for the child or someone within the household

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- There will be daily monitoring of remote learning engagement by school staff
- A Weekly Class Engagement record is completed, noting daily Class Dojo views of the learning tasks set, attendance at the Live sessions, and the uploading of learning tasks.
- Where the record indicates there are concerns regarding engagement in the learning, a staff member will make contact with the parent to offer support.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Children will have the opportunity to ask questions and work through misconceptions with the class teacher at the daily English and maths live sessions. The class teacher will be able to support individuals and small groups during this time.
- As children upload their learning tasks onto their Class Dojo portfolio, a member of staff will be regularly monitoring the work coming in through the day. The member of staff will review the task and offer feedback/make comments. If the uploaded task is approved, it will move into the child's portfolio. If the child has misconceptions, the staff member will offer guidance and supportive feedback, sending the work back to the child as a 'draft' for the child to try again following the advice given.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Where appropriate SEND pupils will be provided with an individual learning pack bespoke to meet their needs. These will be available in paper form weekly and sent electronically via Class Dojo Messages to parents or in the Paper Pack, collected or delivered. Parents will have a named staff contact, as well as the SENDCo to communicate with regarding their child's learning.
- Daily Phonics Read Write Inc links will be provided for the children in EYFS and KS1 and SEND. The EYFS/KS1/SEND team will provide guidance for parents supporting younger children.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When a child has to isolate they will be provided with the half termly planned remote learning pack. This will be sent to the parents via Class Dojo messages. The remote learning includes daily English and Maths learning activities including links to Oak National Academy units for English and White Rose units for Maths. The learning is linked to what the children would be doing in class. They will have daily reading and GPS tasks to complete. They will also have learning tasks linked to the class termly topic, including a range of national curriculum subjects.