

Crest Infant & Nursery School



Remote Learning Policy

Person Responsible: Jane Shields

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SAFEGUARDING STATEMENT

Crest Infant & Nursery School and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

REMOTE LEARNING POLICY

‘Teachers should not live stream lessons from their homes, nor engage in any video calling unless in exceptional circumstances, with the parent.’

Introduction and Scope

‘Remote Learning’ refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered ‘face-to face’ as normal.

Situations where this policy may apply include:

- A pupil who is absent from school for 3 or more days for a pre-agreed reasons e.g. learning off site
- Pupil exclusion
- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remains well
- An extended period of school closure

The delivery of remote/home learning shall continually adjust and improve to focus on approaches to easily and effectively provide work for individual students who may be working from home due to Covid-19 related reasons- work that will allow them to learn in line with their peers who are in lessons in school. We will also prepare learning that may be required for whole class remote learning.

Overview

The Department for Education have set out their expectations that schools and nurseries shall be open to all children throughout the academic year 2020/2021. Schools are required to have a contingency plan should there be a requirement for remote learning. This plan will be reviewed and updated regularly.

Included in the guidance is the requirement for contingency planning for remote learning in case of self-isolation of multiple pupils or staff or local outbreaks.

There is a requirement for immediate remote learning should there be a local lockdown or should a bubble need to self-isolate due to an outbreak. To address this, teachers of all classes and subjects will plan for cycles of 2 weekly remote learning packs. These will be available on the “Home Learning” area of our website. All resources will be available to be printed and distributed by the school, on request or if this is required, with links for off-site or on line learning available within 24 hours,

Crest will be adhering to the DfE and Public Health guidance at all times. This will take into account pupils age and stage of development and/or special educational needs. DfE expectations include:

- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations;
- access to high quality remote education resources;
- on-line tools that will be consistently used across the school in order to allow interaction, assessment and feedback and that will make sure staff are trained in their use;
- provision of printed resources for pupils who do not have suitable on-line access;
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum
- set activities so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Objectives:

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Develop a sustainable curriculum accessible to all

Communicating with parents:

Crest Infant & Nursery School will be clear that the completion of work is not compulsory and the teaching staff will use guidance to inform and direct families and not impose expectations. Each family is unique and because of this, should approach home learning in way which suits their own individual needs. Children will be asked to complete as much work as they can, fitting around the needs of their individual family. Teaching staff will keep parents/carers informed about resources, remote learning opportunities and updates. We will be using various platforms to do this:

- Emails – Parentmail App and the year group email addresses
- The school website
- Links to the Oak Online National Academy

As new resources become available, they will be uploaded onto the website. When communicating with families, we will recognize that they have hugely different circumstances. Some may have the time and ability to access and support with online resources and learning, whereas others may have less access to technology, or be

working at home or providing high levels of care to family members that don't allow for time to support in learning. With this in mind all communications will:

- be personalised
- ensure consideration is given to the readability of the messages and instructions
- be framed positively, celebrating home successes
- give reinforcement of simple, encouraging messages around home learning, routines and study
- consider how emails, phone calls, and virtual platforms can be combined effectively so information is clear and not overwhelming
- audit the communications with less involved families to see what is working well or needs adapting

Tier 1 – Individual

This applies in situations where school remains open and working as normal, but an individual child is unable to attend school for a period of three or more days but is otherwise well and able to work, e.g. a period of advised self-isolation or an absence that has been authorised by the school in advance.

On the day of self-isolating, subject to the child being well enough, the parent/carer will be directed to the on line learning packs or the relevant year group sequence on the Oak National Academy website. There will also be links on the school website and reference made to the homework grid already sent home.

Following testing, if the child is to self-isolate for the 10 or 14 days and is well enough, the class teacher will communicate via the year group email address to give feedback and support and if necessary will call on the provided contact number during the school working day.

Tier 2/3 –Short term school or ‘Bubble’ closure for up to 14 days

This applies in situations where school remains open and working as normal for all classes except a “bubble” e.g. if a year group is directed to self-isolate for up to 14 days. Subject to the class teacher being well, the class teacher will be available during school hours and term time only, online via the year group email to answer any questions or to look at children's learning. Outside of these times, the class teacher will put an out of office message on their emails. Please be patient.

The class teacher will organise work for a series of lessons for Maths and English and will supply ideas for other activities covering a range of foundation subjects.

Online resources will be available on the Parent Information/Home Learning page of our website with links to support.

Telephone calls may be made by the Home School Support Worker or a member of the SLT weekly as a minimum and more regularly for a family considered to be vulnerable.

The main source of communication is expected to be via the year group email address. Any new concepts will be introduced via pre-recorded videos that are uploaded to our website (from the second day of absence).

Feedback will be given via the year group email address.

Tier 4 – Longer Term school closure for duration beyond 14 days

This applies in situations where school is directed not to open to the majority of pupils for an unspecified period of time beyond the 14 days.

Dependent upon circumstances, the school will continue to provide learning packs on line alongside paper copies to be picked up or distributed as required. Each pack will provide 2 weeks of work.

Any new concepts will be introduced via pre-recorded videos that are uploaded to our school website. Where children have no access to technology, equipment may be

loaned to families to ensure children can continue learning at the same rate as their peers.

Feedback will be given via the year group email addresses.

Parents are expected to email in to the year group email address a minimum of once a week. In the event of this not happening, the Home School Support Worker or a member of SLT will telephone the family. This will be more frequent for families considered to be vulnerable.

In the event of a school closure, teachers will be available between 9am-3:00pm during term time only, online via their year group email address to answer any questions or to look at children's learning. Teachers in year groups will take it in turns to pre-record lessons to upload onto the website. Outside of school hours, teachers will put an out of office message on their emails. Please be patient.

Curriculum Expectations:

- remote education, where needed, will be high quality and align as closely as possible with in-school learning.
- The autumn term curriculum has been written and planned to focus on the academic and emotional needs of the children. There will be a focus for the Autumn term on ensuring all children are settled with a readiness for engaging in learning. Good mental health and wellbeing are essential for this.
- Alongside this we will re-establish progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) with opportunities across foundation subjects to read widely, developing the children's knowledge and skills. The children will be taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.
- Activities will be planned and adapted to meet the needs of our families from different economic, educational and cultural background – adapting materials for SEND, EAL and sensitive family issues.
- There will be a focus in class learning on independent learning e.g. prompting children to reflect on their work or consider the strategies if they are stuck, providing checklists with daily plans and emphasising the character traits we discuss in our school.
- When planning teachers will produce 2 sets of weekly plans – 1 set that are tailored to be delivered in school and a second set of plans with resources, as a contingency, that are tailored to be delivered as remote learning. This will all be available on the website and as a hard copy, if required. It will include links to sites to support the learning and topics. The learning packs will be accessible from the Home Learning tab at the top of the school website and is separated into year groups.
- In the event of either an individual child needing to work remotely or a whole bubble - the school will provide a set of printed learning packs (along with an exercise book and equipment for those who require this). Feedback will be provided via the year group email addresses.
- Our reading programme will include the Bug Club on line library so that in the event of remote learning being required, this is readily accessible and familiar to the children.
- The children will continue to have access and logins for MyMaths and TTRockstars.
- Children with SEND will be provided with appropriate learning and concrete resource packs with instructions on how to use. Teachers will provide video links and tutorials. Your class teacher and our Inclusion Lead, Mrs Marco will be available on her working days (Monday, Tuesday, Wednesday) to respond to questions and give advice via the SEND email address.

- The learning activities will have a learning objective with clear explanations and the teaching staff will contact the children daily to check understanding and progress. Any new topics will have a video explanation provided by the teacher.

Roles and responsibilities

Teachers:

- Teachers must be available between 9am-3.00pm every week day during term time following their directed 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. If they are ill or self-isolating this should be conveyed to the headteacher in the usual manner.

Teachers are responsible for:

- Setting work for the children in their classes alongside their year group partners.
- Each teacher should set work for English and Maths each day of the week and other subjects 1x weekly ready for the children and their parents to access each Monday. There should be good range of the various foundation subjects relevant to the national curriculum set out for the respective year group.
- The amount of time expected for each child to complete the work will depend on the age of the child.
- When setting work to be completed remotely teachers need to be mindful of the time parents and carers will have to support each of their children as well as having to work from home and of course their access to a device.
- The work must be uploaded onto the school's website.
- Teachers will provide feedback to children once each child has submitted their work via the year group email address. This should be done as soon as possible after the child has submitted the work between the hours of 9am and 3:00pm. The work should be responded to in line with the school's feedback policy wherever possible and should be acknowledged accordingly by sending comments back to the parents' email address. Teachers will need to be aware in their feedback that as well as the child being the audience, the parent and carer will be too therefore comments need to bear this in mind.
- Teachers are not expected to feedback outside the hours of 9am and 3.00pm but feedback should be given no later than the next day. It is not expected for teachers to feedback during the weekends or in a holiday period.
- If a parent or carer has a complaint, this should be referred to the year group lead and/or the Headteacher via the office email address. If the complaint is of a safeguarding nature, then it should be referred to the DSL/Headteacher or deputy DSL's who will follow the processes as laid down in the schools Safeguarding Policy.
- If a week has gone by a no contact has been made by the child or parent in regard to work being set, then the teacher should contact the parent/carer using their email to "touch base" and ensure everything is on track. If there is no contact forthcoming from the parents, then this needs to be conveyed to the DSL/headteacher and or deputy DSL's who will contact the parent by phone to check everything is well.

Attending virtual meetings

- Staff should not be setting up or interacting in virtual meetings with children or parents. All communication should be via email or telephone.
- Staff will be required to take part in virtual meetings as they would for staff meetings. These will take place as directed by the headteacher.

- If they are unable to attend due to illness etc. they should communicate their absence with the head teacher by making a telephone call or email to inform her.
- Staff should be mindful of dress codes i.e. normal everyday attire suitable for a professional meeting and should attempt to conduct the meeting in a quiet room free from disturbance and background noise if at all possible.

Teaching assistants

- Teaching assistants must be available in their normal working hours. 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.
- Teaching assistants are responsible for:
 - Carrying out on line CPD as directed by SLT
- Being available to go on the cover rota during the partial school closure
- Be willing to complete some tasks from home if possible as directed by the class teacher they normally work with
- They will also be expected to attend virtual meetings with their year group, the Inclusion Lead or SLT as required.

Inclusion Lead (SENCO)

will be responsible for:

- Liaising with colleagues in regard to the appropriateness of work set for the children on the SEND register for home learning.
- Liaising directly with Parents and carers of Send children in regard to supporting with home learning.
- Liaising with outside agencies such as Educational Psychology service □
Keeping up date with EHCP annual reviews in line with Dfe guidance

Subject leaders

Subject leaders should be:

- Giving support where necessary to support colleague in the setting of work for the children to complete as part of home learning
- Alerting teachers to resources they can use to teach their subject

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach within their appropriate key stage
- Supporting their key stage teachers both by email and in virtual meetings

Designated safeguarding lead

The DSL is responsible for:

Supporting the HSSW in regard to contacting vulnerable families and keeping up to date with any notes on CPOMS.

Completing any documentation or action that may come in from social care

Still being available to monitor CPOMS in regard to any safeguarding issues that may arise whilst the school is open to those children eligible for a place during the partial school closure.

Attending any meetings as required.

IT support provider

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices.

Parents

Staff can expect parents to:

- Liaise via the year group email addresses only during school hours i.e. 9am-3:15pm
- Ensure communication is made via the year group email address at least once a week although at least one piece of children's work should be attached daily.
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff.

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 systems are appropriately secure, for both data protection and safeguarding reasons
- Keep in touch with the headteacher to ensure the well-being of staff during the partial closure.

Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead, Year Group Lead, Curriculum lead or Inclusion Lead
- Issues with behaviour – talk to the relevant Year Group Lead or Inclusion Lead
- Issues with IT – talk to Computing Lead, put in a ticket to IT support
- Issues with their own workload or wellbeing – talk to their Year Group Lead or deputy headteacher
- Concerns about data protection – talk to the data protection officer or headteacher
- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

When accessing personal data, all staff members should be mindful that data can be accessed via secure cloud service or a server

Sharing personal data

Staff members may need to collect and/or share personal data such as parent emails as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

Parents emails should not be shared with anyone outside of the school. **No group emails should be sent to parents.**

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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates.

Safeguarding

Please refer to the schools Safeguarding Policy and the addendum regarding school closure and Covid-19.

Links and to be read with other policies

- Behaviour policy
- School safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Curriculum Policy
- EYFS Policy
- Assessment Policy
- SEND Policy
- Accessibility Policy
- Feedback Policy
- Health and Safety Policy
- Attendance Policy
- Staff Code of Conduct
- Children Missing in Education Policy

Agreed by the Governing Body:

Signed:

Date for Review:

Appendix: links to professional guidance, advice and support

Government Guidance

<https://www.gov.uk/coronavirus>

Safeguarding and remote education during coronavirus (UK Government)

<https://www.gov.uk/coronavirus/education-and-childcare>

Joint Union advice on COVID-19 (ASCL, NAHT, NEU)

<https://neu.org.uk/media/9826/view>

Distance teaching and learning for primary teachers

<https://neu.org.uk/advice/coronavirus-distance-teachingand-learning-primaryteachers>

Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teachingsafely>

COVID-19 Support guide for Governors

<https://junipereducation.org/coronavirus-covid-19-guidance-for-schoolgovernors/>

Safe Remote Learning advice from the PHSE Association

<https://learning.naht.org.uk/news-and-opinion/news/curriculum-andassessment-news/safe-remote-learningin-pshe-education-advice-from-the-psheassociation>

Coronavirus: How do I home school my children (BBC)

<https://www.bbc.co.uk/news/ewducation-52314856>

EEF – COVID-19 Support Guide

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19Resources/Covid-19_support_guide_for_schools.pdf

Education Endowment Foundation documents for Parents/carers supporting learning at home:

- Blog: Four tips for a smooth home learning routine
<https://educationendowmentfoundation.org.uk/news/blog-four-tips-for-a-smooth-home-learning-routine/>
- 7 Top Tips to Support Reading at Home
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19Resources/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf
- HELPING HOME LEARNING Reading with TRUST
<https://educationendowmentfoundation.org.uk/public/files/Publications>

[/Covid-19_Resources/Resources_for_schools/Reading_with_TRUST_comic.pdf](#)

- HELPING HOME LEARNING Talk with TRUST
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Talk_with_TRUST_comic.pdf
- Supporting home learning routines Planning the day
[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Supporting_home_learning_routines - Planning the day.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Supporting_home_learning_routines_-_Planning_the_day.pdf)