

# Navigation Primary



Working together, learning together

## Remote learning policy

Approved by:

Curriculum Sub  
Committee

14<sup>th</sup> October 2020

---

## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- 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

If a class/year group/school is sent back into lockdown at any point then we will need to provide home learning for the children. The guidance from the government states:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

The Department for Education guidance states that for home learning schools should:

- set assignments 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 practised 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

In addition to this there may be occasions where individual pupils may have to self-isolate and it is the school's responsibility to ensure that they are supported in their learning whilst at home. The way this is managed will be different to the way in which the whole class/school will carry out home learning. This will be addressed at a later stage within the policy.

To manage remote learning, there are key responsibilities for different stakeholders which are set out below:

## **2.1 Teachers**

The responsibility of teachers is to set appropriate work for all pupils, including those with SEND, in their class and provide regular feedback to sustain progression in learning.

When providing remote learning, teachers must be available for their normal working hours.

If teachers are 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.

Staff are expected to understand that if a class is sent home to self-isolate, children are entitled and must be provided with appropriate education and therefore to support parents, a timetable for home learning will be set and teachers should be available to interact with pupils accordingly. Flexible working will not be appropriate in such a scenario and if a teacher has to care for a child at home, three days across a 12-month period are allocated in a paid capacity for a full-time member of staff.

When providing remote learning in the case of a bubble or school wide lockdown, teachers are responsible for ensuring that online learning is available for the start of the school day - 9.00. Teachers need to be available for pupils and parents for normal working hours. Time after 3.15 should be used to support marking and preparing resources. Teachers should not respond to anything after 4.00.

### **Setting work**

- Work set should be uploaded to Evidence Me [EYFS], See-Saw [Y1-4] or Google Classroom [Y5&6]. If for any reason this is not available, teachers must email work via the School Spider app. to make it easily accessible for parents.
- Teachers need to prepare learning for a whole school day from 9.00-12.00 and then 1.00-3.30
- Work needs to be set for all pupils in line with where they are up to in each subject area. All lessons provided should follow a sequence and build on prior learning. In order to support teacher workload, and so that more attention can be placed on feedback, teachers can utilise some online resources to support the delivery of key concepts. Full details of the resources available to staff are in appendix 1.
- Teachers should aim to deliver two virtual lessons per day these should last for approximately 20 minutes each and deliver the input to the lesson to enable the children to undertake their set tasks. These lessons should focus on maths and English and will be at a set time via Zoom. Navigation's Zoom protocol will apply to all lessons taking place virtually – appendix 2.
- Some children may not be able to access the technology from home and therefore teachers will use their best endeavours to prepare a pack of work so that the pupil has a hard copy of all of the resources that they need. Ensuring that GDPR is implemented, the teacher must have communication with this pupil during the period that they are off school. This is likely to be via a telephone call. The teacher must liaise with the school office for appropriate information.
- Teachers must liaise with their parallel teacher in order to ensure that there is consistency with what is being taught.

- Teachers need to liaise with any teaching assistant that may be off that links to a particular bubble in order to utilise them to support individual pupils.
- Teachers must provide frequent explanations of content- this needs to be an audio explanation of the learning, not just the task. This can be done via a video or audio link. Over reliance on power point and worksheets should be avoided with new content.

#### **Providing feedback on work:**

- Once children have uploaded their work to Evidence Me, See-saw or Google Classroom, feedback should be given by the next day ideally before the next lesson in that subject. This should be seen like marking the children's books and it is vitally important that the children feel that their work is valued. Feedback can be given in an audio or written capacity via Evidence Me, See-saw or Google Classroom. It is important for the continued progression in learning that misconceptions are tackled early on.

#### **Keeping in touch with pupils who aren't in school and their parents:**

- The main communication with pupils and parents should come via Evidence Me, See-saw or Google Classroom through audio or written communication. If a longer email is required, teacher may use their year group email address but they must CC the headteacher or deputy into any correspondence sent out and depending on the circumstance, have the email checked before it is sent out. If an occasion arises where a virtual meeting is required, the teacher needs to liaise with the head or deputy so that they can be present in the meeting.
- If a child is not engaging in their home learning, the headteacher or deputy must be informed so that they can liaise with the parents to consider what the problems are.
- If there are any complaints given by parents, the headteacher or deputy must be informed immediately and they will manage it.
- If there are any safeguarding concerns that are disclosed during remote learning, the safeguarding lead or the deputy safeguarding lead must be informed immediately.
- If any behaviour issues arise during remote learning which do not improve after intervention from the class teacher, these should be directed to the headteacher or deputy and they will set up a virtual meeting with the pupil's parent.

#### **Attending virtual meetings with staff, parents and pupils:**

- Virtual meetings with parents should only happen with the agreement of the headteacher or deputy.
- Dress code must be professional on screen and those involved in the virtual meeting should take close consideration of the background that someone else can see.

#### **Pupils who are self-isolating:**

There will be a number of occasions where a pupil may have to self-isolate such as: returning from an 'at risk' country; someone at home displaying symptoms; track and trace contact. This pupil is still entitled to education and work must be provided to them in order that they can keep up with their peers. In such a scenario the following must be implemented:

- Work that the class is doing in school on any given day will need to be uploaded to Evidence Me, See-saw or Google Classroom so that the pupil can access the same work where it is appropriate on occasions alternatives may have to be offered.
- If the child uploads work, then it will need to be marked in an audio or a written way.

- Telephone contact must be made with the pupil, or parent in the case of a young child each week to see how they are managing. Liaise with the headteacher or deputy if any concerns arise.
- If a pupil does not have access to technology, where practicable hard copies of all of the work will need to be prepared.

## **2.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available for their normal working hours. Teaching assistants need to support with the delivery of lessons by, for example, attending the remote lessons, and the providing effective feedback to pupils who are remote learning. Preparation of resources and discussions with the class teacher should also occur.

If teaching assistants are unable to work during their normal working hours for any reason, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Staff are expected to understand that if a class is sent home to self-isolate, children are entitled and must be provided with appropriate education and therefore to support parents, a timetable for home learning will be set and teachers should be available to interact with pupils accordingly. Flexible working will not be appropriate in such a scenario and if a teacher has to care for a child at home, three days across a 12-month period are allocated in a paid capacity for a full-time member of staff.

If the class teacher you are working with is not providing sufficient guidance or you are being asked to carry out something that you do not believe is part of your role, then please liaise with the headteacher or deputy.

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

- Liaising daily and regularly throughout the day with the class teacher
- To go online with the class teacher when they are delivering virtual lessons
- Support the class teacher in adapting the work for children with SEND
- Support with some feedback, particularly for the children with SEND
- Prepare resources for the children who you would normally carry out intervention with and upload it if that child is working remotely
- Be available for any virtual meetings that need to take place.

## **2.3 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- 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 the remote learning approach across the school – the head, deputy and SENDco will ensure that appropriate work is set for all pupils
- Monitoring the effectiveness of remote learning – senior leaders will monitor the remote learning via Evidence Me, See-saw or Google Classroom and provide feedback to teachers and address any issues that arise. Feedback will be collected from parents and pupils and given to the class teacher
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **2.5 Designated safeguarding lead**

The DSL is responsible for:

- Managing any safeguarding concerns that arise through remote learning. In the DSL's absence the deputy safeguarding lead will oversee the concern.

## **2.6 Computing lead**

The computing lead is responsible for:

- Supporting staff to fix any technical issues they are experiencing. Support staff in liaising with Computeam where necessary. Whilst support is available from the computing lead, teachers need to address some of their own issues via Computeam
- 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 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 or teaching assistants
- Alert teachers if they're 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 can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff.

## **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, SENCO, head or deputy
- Issues with behaviour – talk to the head or deputy
- Issues with IT – talk to computing lead, Computeam or deputy
- Issues with their own workload or wellbeing – talk to the head or deputy
- Concerns about data protection – talk to the head or SBM
- Concerns about safeguarding – talk to the DSL or DDSL.

### **4. Data protection**

#### **4.1 Accessing personal data**

When accessing personal data for remote learning purposes:

- Teachers and teaching assistants can liaise with their pupils via a secure online platform- Evidence Me, See-saw or Google Classroom. Teachers should upload work via their Ipad or their school laptop
- If a staff member requires any further information about a child, this will be sent via a password protected document.

#### **4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as their school email 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- done by the school
- Keeping operating systems up to date – always install the latest updates

### **5. Safeguarding**

- The safeguarding policy will be updated in relation to any updated information set out from central government in relation to remote learning. This will be monitored by the headteacher.

## **6. Monitoring arrangements**

This policy will be reviewed every term by the headteacher. At every review, it will be approved by the curriculum committee.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and coronavirus addendum
- Data protection policy and privacy notices
- Computing and internet acceptable use policy



## Appendix 1

### Home learning protocol

If a class/year group/school is sent back into lockdown at any point then we will need to provide home learning for the children. The guidance from the government states:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

For home learning schools should:

- set assignments 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 practised 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

### Homework

From Autumn 2, homework will be delivered via Evidence Me, SeeSaw or Google Classroom. This will avoid resources going between home and school and also make sure they are familiar with it and able to access ahead of a potential lockdown. For September homework will be reading, spellings & times tables only

Y1-4 will set work via Seesaw rather than School Spider. Y5 & 6 will send an overview email to parents directing them to Google Classroom.

### Contingency Plan

If a class bubble, year group, key stage or the whole school goes into lock down then NPS will provide the following:

#### EYFS

|                           |                                 |
|---------------------------|---------------------------------|
| Daily                     | Links to be sent to all parents |
| 2 x 15 Zoom lesson input. | Phonics play                    |

|   |  |
|---|--|
| <p>Daily task set on Evidence Me (topic to be covered through literacy/maths tasks)<br/>Documents attached and uploaded and sent with weekly overview and attached to each daily task</p> <p>Weekly plan sent each Friday evening so parents can get tasks ready for the following week.</p> <p>Each task should be responded to on a daily basis</p> <p>Phonics set each week following either phase 2 (Autumn One) or phase 3 (Autumn 2 onwards) with recap tasks to be set</p> | <p>Bug Club</p> <p>Cosmic Kids Yoga</p> <p>Alphablocks</p> <p>Numberblocks</p> <p>White Rose for Reception</p> <p>Talk for Writing Units for Reception [dependent upon time of year]</p> |
|---|--|

## **KS1+KS2**

Aim is to have home school mirror school's timetable – share a timetable with suggested timing to parents/carers

| <b><u>Every day</u></b>   | <b><u>As per timetable</u></b>  |
|---|---|
| <p>2 x 20 Zoom lesson input.</p> <p>Brief video running through the day's learning activities uploaded on See Saw/Google Classroom/Evidence Me.</p>   | <p>Science – where relevant the class will be directed to the relevant Oak Academy lesson from the topic the class is currently studying. For example, the child could screenshot the quiz at the end of the lesson and upload onto relevant platform.</p>  |
| <p>Mathematics activities will be linked to White Rose Maths in the sequence of learning the class is currently on. Children should submit their completed task which can be commented upon /marked.</p>                  | <p>Humanities – where appropriate direct the class to the relevant Oak Academy lesson for the topic the class is studying or to upload presentations and activities from planning if suitable.</p>  |
| <p>English activity linked to Talk for Writing sequence which the class is currently on. Children should be able to submit work and that will be commented upon although this may be over a longer period if writing.</p> | <p>Arts – children should complete an art or D.T. activity during the week linked to the current curriculum map. They should upload a picture to the relevant platform.</p> <p>Oak Academy units can also be used to support NPS topics and objectives.</p> |
| <p>Spelling and grammar activities – discrete links to Oak Academy lessons that focus on these.</p>   | <p>RE – Oak Academy units can also be used to support NPS topics and objectives.</p>  |
| <p>Phonics – Wandle English hub DfE sponsored letters &amp; sounds lessons for R &amp; Y1<br/><a href="https://www.wandleenglishhub.org.uk/lettersandsounds">https://www.wandleenglishhub.org.uk/lettersandsounds</a></p> | <p>Computing – tasks will be set via Purple Mash.</p>   |
| <p>Reading – children should be reminded to read each day and record in their reading record/Seesaw. These will be reviewed when the children return to school.</p>   | <p>MFL –KS2 only an MFL challenge will be set.</p>  |
| <p>PE challenge – set one PE challenge each day.</p>  | <p>Mindfulness/well-being activities – this will depend on the context of being sent into</p>   |

|  |   |
|--|---|
|  | lockdown but it will be helpful to provide optional activities to support the children. |
|--|---|

**Please note**

At the beginning of the year we will share this protocol and make clear to parents that the expectation is that work will be submitted each day.

Where a pupil is not submitting any work then firstly the class teacher should contact them to see if there is a problem and then refer them to the head teacher /deputy head teacher who will follow up.

Should school be open for key workers only then NPS will create a rota and the children in school will work through the home learning prepared for the rest of their year group.

Seesaw can translate into 55 different language <https://help.seesaw.me/hc/en-us/articles/218102343-How-does-translation-work->

## Navigation Primary School



### Video Conferencing

#### Code of Conduct for Parents and Children

If NPS has to close a class, bubble, year group, phase or whole school partially closed, teachers will be using video conferencing (Zoom) to do inputs twice a day. These inputs will last approximately 20 minutes and will be timetabled in advance.

It is really important that we have a code of conduct in place to ensure everyone stays safe and enjoys using Zoom.

Please read the guidelines below and be aware that when you join a school organised Zoom lesson, you are agreeing to abide by this code of conduct.

- **Do not** publicise the lesson's link on any social media or share the link with anyone. This is a private meeting and the link to the meeting will be emailed to you by your teacher/school office and must not be shared with anyone else.
- Parents are responsible for supervising their child during the meeting and ensure their child follows the ground rules as explained by the teacher at the start of the meeting.
- Video conferences must be held in safe and appropriate place, not in a bedroom or a room with inappropriate objects/information visible.
- Everyone must be appropriately dressed (e.g. no nightwear or swim wear)
- No recordings must be made.
- Ensure there is as little background noise as possible (e.g. turning the tv off).
- Everyone attending the meeting must follow school rules as they would within the classroom.
- Parents are asked to supervise their children but respectfully are asked to allow the children and the teaching staff to use the time to teach the children; ask questions and have discussions. If a parent has a question, this would be most appropriately addressed through the year group email.
- No other child from the family should be on the lesson, only the child whose class is meeting is should be present.
- For younger children who may not usually access Zoom or social media we want to be really clear that this is a very special use of social media and only being used as an extension to school during this school closure.

- This Code of Conduct is an addition to our Social Media Policy, we will not tolerate any form of e-bullying or unkindness and we will act, according to school policies, should this arise. Any breach of this code would mean further invites to Zoom calls would be withdrawn

**By joining a school organised video conference call you are agreeing to abide by this Video Conferencing Code of Conduct.**

**Please be aware that whilst we have taken every measure we can to ensure the video conference is as secure and safe as it can be, we cannot guarantee this.**

**Parents/carers therefore take responsibility for their children accessing this platform.**