Policy & Procedure

Remote Learning Policy
2020-2023

This policy is reviewed every year and was agreed by the Governing Body of Chellaston Junior School in Autumn 2020 **and will be reviewed again in Autumn 2021**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Chellaston Junior School

Remote Learning Policy

<u>**Aims and Vision**</u>

Curriculum Intent

At Chellaston Junior School, we ask, "**Why?**". Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask 'why?' and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils' **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking 'why?'

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

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. Types of Remote Learning

At Chellaston Junior School, we recognise a number of circumstances in which teachers will need to provide remote learning opportunities for pupils:

- When a class bubble or small group of pupils are required to isolate and their class teacher is also isolating but is fit to work (bubble isolation – see appendix 1)
- When an individual pupil is isolating due to their own personal circumstances (individual isolation – see appendix 2)
- When an individual or group of pupils (could be a whole bubble) are required to isolate, but the class teacher is not fit for work (see also instructions for 'Individual Isolation' in appendix 2)

3. Roles and responsibilities

The following staff members have key roles in the success of remote learning

- *Office Staff (attendance officer)*: responding to parental queries and signposting to the school website or to key members of staff (described above) as required and has the responsibility for informing, on the first day of absence, the following members of staff:
  - o *Learning Mentor*
  - o *Class Teachers*
  - o *Deputy Head*

  This will ensure that the right people have early knowledge of absence and can respond with remote learning at the earliest opportunity.
- The *Deputy Head teacher* – curriculum leader; has overall responsibility and sets the strategy for monitoring the provision and success of remote learning
- The *Head teacher*; supports the Deputy Head teacher in the above activities and for keeping governors informed of the school's approach to remote learning
- The *SENDCo;* has responsibility for ensuring that pupils on the school's SEND record are provided with alternative work if this is required
- *The Learning Mentor;* receives the daily absence information from the attendance officer. She then liaises with class teachers to organise remote learning and to deliver to homes as necessary
- *Class teachers*; have responsibility for setting, delivering and feeding back on remote learning as well as communicating with parents
- *Classroom Support staff*; have the responsibility for preparing materials in support of the SENDCo and Learning Mentor for pupils who require alternative provision

3.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.20pm.

If the teacher is 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 provide daily learning tasks on Class Dojo and the school website (see appendices 1 and 2).

For individual isolation, pupils will be provided with work books for reading, grammar and punctuation, handwriting and maths. The class teacher will direct the pupils to the sections of the workbooks to work through so that remote learning reflects the learning in the classroom.

When providing bubble remote learning, teachers are responsible for:

- Setting work (see appendix 1 and appendix 2):
    - For pupils in their usual class
    - There should be at least:
        - 2 class sessions on Zoom. The first (in the morning) to explain the tasks set for the day and the second (in the afternoon) to share good work, look at any common misconceptions and finish the day together with the class story.
        - 1 maths task
        - 1 writing task
        - 1 grammar, spelling or punctuation task
        - Generic tasks including Doodle Maths, Doodle English, Big Club, TT Rock Stars and Spelling Shed
    - Work should be set by 8.30am on the day, at the latest
    - Work should be uploaded to the school website (Remote Learning tab) and the Zoom session sent as an event on Class Dojo
    - Teachers should coordinate their approach to home learning across year groups in order to ensure consistency
    - Where possible, all remote learning tasks should be closely matched to the planned learning in school for the whole year group
    - Teachers are encouraged to use a combination of Oak Academy, BBC Bitesize and planned lesson PowerPoints with accompanying worksheets for the children to complete
    - Where possible, documents should be uploaded to the school website in both PDF and word/PowerPoint
    - Teachers should arrange individual zoom sessions to check in with pupils who are particularly anxious or have SEND needs
- Providing feedback on work:
    - Teachers will access pupils work through their uploads to the portfolios on Class Dojo
    - Feedback to pupils should be provided directly on Class Dojo
- Keeping in touch with pupils who aren't in school and their parents:
    - Contact should be made with all pupils through sessions on Zoom
    - Teachers to record a register of children attending daily Zoom sessions and to message parents, in the first instance, via Class Dojo, to check why pupils have not joined on a particular day.
    - Inform the Learning Mentor (DSL) if a child has not attended a daily zoom session for two consecutive days

- o Teachers are not expected to respond to parental queries outside the hours of 8.30am and 3.20pm
- o Complaints or safeguarding concerns raised by parents should be managed in the usual school manner. Where complaints cannot be resolved at stage 1, teachers should refer them to their line manager.
- o Pupils are expected to complete the work set for them each day. If pupils do not complete work, teachers should contact the parents and ask whether they require any advice or support to ensure their child completes the daily learning.
- Attending virtual meetings with staff, parents and pupils:
  - o Dress code – any staff or pupils accessing virtual meetings (e.g. story time) must be dressed in day clothes (e.g. no pyjamas)
  - o Locations – where possible, bedrooms must not be used to attend virtual meetings. Staff and pupils should ensure that they have a plain background where nobody else will walk behind the camera
  - o Parents should be on hand when children attend virtual meetings but they do not need to be on camera for the duration

For Individual Isolation (or isolation in circumstances where the teacher is unable to work) teachers wil not be able to respond to pupils' work on Class Dojo. However, the Deputy Head teacher and/or Head teacher will ensure that daily learning tasks are uploaded to both the website and Class Dojo.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available in their usual 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.

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

- Creating resources for classes to use
- Joining all the Zoom sessions to support the teacher
- Researching and creating resources to support identified SEND pupils within the class

3.3 Subject leaders (Maths and English)

Alongside their teaching responsibilities, the English and Maths subject leaders 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 leaders and senior leaders to make sure work set remotely across their subject is appropriate and consistent
- Monitoring the remote work set by teachers in their subject by weekly analysis of tasks for each year group and relevant feedback to teachers

- Alerting teachers to resources they can use to teach their subject remotely

3.4 The Deputy Head teacher

Alongside her teaching responsibilities, the Deputy Head is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through regular analysis of what is being provided
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Liaising with the Head teacher and Computing Leader to fixing issues with systems used to set and collect work
- If not resolved by the class teacher, helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Head teacher.
- If not resolved by the class teacher, assisting pupils and parents with accessing the internet or devices

3.5 Designated safeguarding lead

The Designated Safeguarding Lead will

1. Liaise with attendance officer about daily absence
2. Liase with the class teachers regarding pupils who are not accessing remote learning
3. Follow up, through telephone conversations or home visits, with any families in which pupils have not engaged in the learning or contacted the school in any way.
4. Liaise with the SENDCo to deliver, to homes, differentiated resources as required
5. Monitor all aspects of safeguarding for pupils isolating at home
6. Provide updated information to the head teacher on the effectiveness of safeguarding through the remote learning policy

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although we are aware that they may not be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers 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 – the Learning Mentor and/or SENDCo will provide support and bespoke tasks as appropriate

- Be respectful when making any complaints or concerns known to staff
- Recognise the considerable constraints of staffing which arise as a result of the need to have some children in school and some children at home; show patience towards teachers

3.7 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
- Make checks to ensure that staff are following the school's ICT and Acceptable Use Policy through remote learning

4. 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 leader or the Deputy Head
- Issues with behaviour – talk to the relevant line manager or Jane Stephenson (Assistant Head)
- Issues with IT – send a ticket to the helpdesk (or ask knowledgeable staff in school to support)
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the Head teacher
- Concerns about safeguarding – talk to the DSL (Mrs Deane-Robson)

5. Data protection

5.1 Accessing personal data

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

- Use Intergris (the school's secure MIS)
- Ensure that nobody can see or access the data other than staff members of Chellaston Junior School
- Use only school laptops for remote learning tasks and virtual meetings

Please also refer to the PEAK MAT Data Protection Policy.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent email addresses, phone numbers 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.

5.3 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
- Ensuring that the antivirus and anti-spyware software is working

Operating systems are kept up to date by the PEAK IT team.

6. Safeguarding

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Chellaston Junior School to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Staff must follow the school's Safeguarding Policy at all times. They should still use CPOMS (following the procedures described above) to record concerns related to Remote Learning.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding/Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Curriculum, Teaching and Learning policy

8. Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.
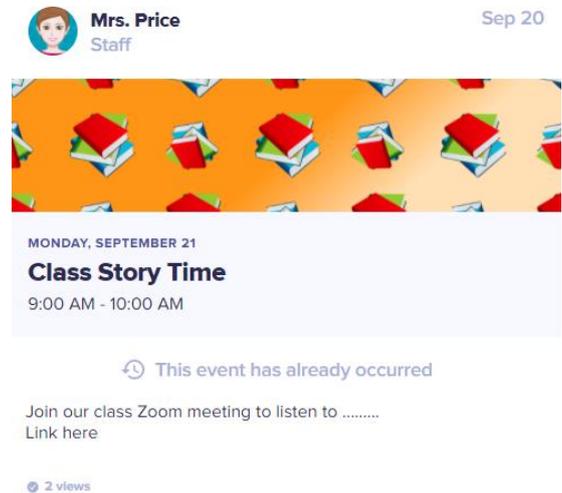
9. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Appendix 1 - CJS Remote Learning – **Bubble Isolation**

In the event of a class bubble needing to isolate, your class teacher will be working from home to ensure your learning is not interrupted! Here is our guide to what will happen.

Whole Class Daily zoom Meetings

Your teacher will set up two Zoom meetings each day. The link to these will be as an event on Class Dojo that you are invited to. There will be a new link each day to use but they will always be at the same time in the day. During the meeting the class will be able to see each other to say hi. Your teacher will use the meeting time to introduce the learning tasks for the day, catch up with the children to find out how they are feeling and read some of the class novel.

Mrs. Price — Sep 20
Staff

MONDAY, SEPTEMBER 21
Class Story Time
9:00 AM - 10:00 AM

This event has already occurred

Join our class Zoom meeting to listen to ....
Link here

2 views

Daily Learning Tasks

We have a dedicated Remote Learning tab on our website. This is where all your learning tasks and resources will be.
Each day a new set of tasks will be uploaded. These will include links to lessons on Oak Academy or BBC Bitesize, alongside worksheets and PowerPoints created by your teacher.

Sharing Your Work

It is really important that you share the work that you have done each day. Your teacher will provide feedback and support to help you move forward with your learning.
All work needs to be uploaded to your Class Dojo Portfolio. Details of how to access this can be found here
https://youtu.be/ElEt_CNstx0
Your child will have a copy of their Class Dojo Portfolio login details in their home/school diary. We will be practising using Dojo Portfolio in school to make sure that everyone can use it confidently.
If you have any questions about the learning tasks, you can use the messaging service on Class Dojo. Your teacher will reply as quickly as possible but remember that they will have whole class sets of work to respond to.

Appendix 1 - CJS Remote Learning – **Individual Pupil Isolation**

In the event of individual children needing to isolate, class teachers will provide them with a set of resources to work through at home. The children will be directed to complete tasks in grammar, maths and reading that the rest of the class are learning in school.

We expect that the children will continue daily practice of:

► Doodle Maths and Doodle English
https://www.doodlemaths.com/

► Spellings on Spelling Shed
https://www.spellingshed.com/en-gb/

► Reading on Bug Club
https://www.activelearnprimary.co.uk/login?c=0

► Times tables on TTRS
https://play.ttrockstars.com/auth/school/student/41439

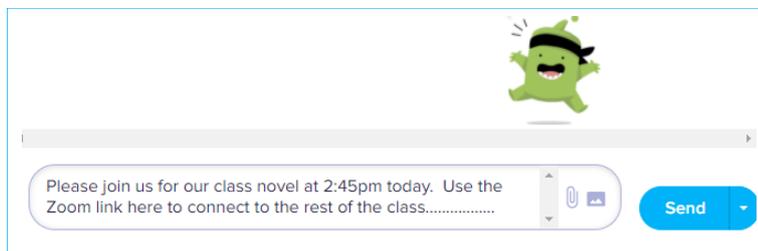## Class Novel ZOOM Meetings

Your teacher will set up a Zoom meeting each day. The link to this will be sent as a message on Class Dojo. There will be a new link each day to use.

Please join us for our class novel at 2:45pm today. Use the Zoom link here to connect to the rest of the class................

During the meeting the class will be able to see each other to say hello. The meeting will usually take place during a reading session or at the time your class are listening to their class novel. We feel that it is important that any children at home still feel part of the class and they do not miss out on time with the rest of their class.

Sharing Your Work

It is really important that you return your work folder to your teacher when you are back in school. If you do want to share any work while you are isolating at home, you can upload pictures of it to your Class Dojo Portfolio. Details of how to access this can be found here https://youtu.be/ElEt_CNstx0 Your child will have a copy of their Class Dojo Portfolio login details in their home/school diary.

If you have any questions about the learning tasks, you can use the messaging service on Class Dojo. Your teacher will reply as quickly as possible but remember that they will have whole class sets of work to respond to.