



Remote Learning Policy

Autumn 2021

Marshgate Primary School

Remote Learning Policy

Aims

This Remote Learning Policy aims to:

1. Ensure consistency in the approach to remote learning for children who aren't in school.
2. Set out expectations for all members of the school community with regards to remote learning.
3. Provide appropriate guidelines for data protection.

Marshgate Primary School Remote Learning Offer:

- To provide all aspects of outstanding teaching and learning as close as possible to in class learning.
- To deliver the planned curriculum, supporting the application of new knowledge and skills
- To continue excellent teaching through, questioning, eliciting and reflective discussion.
- To enable pupils to receive feedback on their work and know how to progress

Remote Learning Offer (Whole Class / Key Stage / Whole School)

In the event that a whole class, Key Stage or whole school have to self-isolate, remote learning will start on Day 1 of isolation / quarantine. Class Teachers will outline a range of daily learning activities which will as much as possible, link to the school's long-term curriculum plans and the learning children would normally be doing in school, while being adapted to suit remote learning.

The government minimum expectation for remote learning is for schools to provide:

- Key stage 1 children: 3/4 hours a day, on average, across the school cohort, with less for younger children
- Key stage 2 children: 4 hours a day

Our remote learning curriculum will be delivered through a mix of live and pre-recorded video and voiced input, links to high quality online content, teacher prepared materials and on and offline tasks. Class teachers will ensure these will be set each day by 8.00am.

All children in each class will attend a live learning Google Meet at 9.15am (KS2) and 9.30am (EYs and KS1) in which the class teacher will introduce/ teach the work set that day (each day's work will go live on that morning by 8.00am) and children will have a chance to ask any questions they may have.

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All children will also attend a daily afternoon live learning Meet (timetables will be shared in advance with parents via Parent mail and with children via Google Classroom (Year 2 upwards) or Seesaw (EYs and KS1)) to review the work they have completed in the day, address misconceptions, feedback and extend learning.

All children will have maths, writing, one extra English (SPaG, reading comprehension and/or Phonics) and one other subject (science, humanities, computing, PSHE/RE, PE) as compulsory work per day. Other subject content such as music, French, art/DT and additional topic work will be set and can be completed at any point throughout the week. Children will also be set reading whilst at home. Optional extra work will also be provided.

Work for that day can be submitted using the 'Hand in' feature of Google Classroom or on Seesaw before the children's afternoon Learning Meets. Children have been taught how to do this in school. If children cannot virtually submit their work for any reason, they can complete it on paper and show the teacher their achievements in the afternoon Learning Meet. Children will be able to ask questions during either of their daily Meets and via classroom streams throughout the day and will receive feedback from teachers via Meets and as comments on work handed in.

Opportunities to join in with time-scheduled LIVE or curriculum enrichment events will be highlighted by teachers. Throughout the day, further posts on classroom streams will add extra detail or examples as necessary. Extra challenges will also be provided in individual lessons and across the week.

Teaching staff will monitor children's engagement during remote learning, as well as supporting their social interaction and physical and emotional wellbeing. Teaching staff and/or senior leaders will immediately contact parents of those children not engaging to discuss how we can help further.

If parents have any questions regarding their child's learning or work set, in the first instance these should be directed towards the class teacher via email, all of which will be shared prior to remote learning beginning.

Remote Learning Offer (Individual Children Isolating due to Covid)

In the event of the school being informed that a child needs to isolate due to a positive PCR test (and would otherwise be well enough to attend school), remote learning will start on the next full day (Day 1). Siblings living in the same household are no longer required to self-isolate ('below the age of 18 years and 6 months' applies). For this reason, remote learning is not offered and attendance in school is required.

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The school recognises that teachers in this scenario are in school full time with the rest of their class; expectations are adjusted accordingly.

The individual children will receive maths, writing and one extra English (SPaG, reading comprehension and/or Phonics) piece of work per day. This work does not need to link with work being taught at the same time in class to allow teachers to plan ahead and be ready for high quality remote learning on Day 1. Children will also be set reading whilst at home.

One additional piece of work will be set to run over the entire period of isolation linked to a current topic within class e.g. Humanities project, use of given websites to research and write a non-chronological report.

Work for that day will be scheduled on Google Classroom / Seesaw to be available by 8am each morning. Work can be submitted using the same platforms. Feedback on work submitted will be given to the individual child on return to school.

Additional Support for Pupils with Particular Needs

We recognise that some children, for example some children with special educational needs and disabilities (SEND) or EAL, may not be able to access remote learning 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 with differentiated teaching and learning, alternative methods of recording, additional resources and advice and support. Online intervention resources and small group Learning Meet sessions will also be used where appropriate. SENDco will be monitoring home learning for children with ECHPs and alongside Class Teachers making necessary adaptations. We encourage parents to get in touch if their children are finding things too difficult or easy and we will do what we can to make personalised adaptations.

Support for Families to Access Remote Learning

We encourage families to get in touch if they are struggling to access our remote learning offer. We will be able to support with advice or technical support, adaptations to tasks, loan of school devices, help with internet access etc. Please email the school at parents@marshgate.richmond.sch.uk

Roles and Responsibilities

1.1 Teachers

When providing remote learning, teachers must be available during normal working hours including time allocated to staff meetings and Continuing Professional

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Development (CPD). If 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 procedures. If it affects the completion of any work required, class teachers should ensure that arrangements have been made with year group partners or the Senior Leadership Team (SLT) to ensure work is completed.

When providing remote learning, teachers are responsible for:

- Running their online learning platform (Google Classroom or Seesaw) and setting work for remote learning from Day 1 when a class or year group closes
- Creating a timetable for the week (with year group partners) - similar to that taught in school and including the remote learning offer outlined above.
- Creating a timetable which must include a mixture of live and pre-recorded lessons
- Hosting twice daily face to face contact meets with children
- Ensuring all children have access to the content prepared
- Creating online resources to support lessons throughout the week
- Ensuring children know how to complete and 'hand in' assigned work by using templates, taking photos of written work, uploading and/or showing work in afternoon Meets
- Marking, commenting and providing feedback on children's work including addressing misconceptions
- Ensuring clear rules and expectations for behaviour are set during remote lessons and activities. Pupils know them and teachers should continue to monitor and enforce them.
- Ensuring online safety at all times as outlined in the Online Safety Policy (adhering to dress code and location agreed protocols) and teaching children how to interact on live streams, about positive and negative online interactions (including cyber bullying), appropriate language and safe searching.
- Communicating expectations to children through Google Classroom/Seesaw and parents via Parentmail. Emails received by class teachers must be replied to within 48 hours. Any issues that are received are to be dealt with professionally by the class teacher and/or passed on to the Head Teacher and senior leaders.
- Any non-attendance will be followed up by class teachers in the first instance and then passed on to the Head Teacher and senior leaders. Contact details of parent / carers will be shared with teachers prior to remote learning beginning.
- Any technical issues related to IT will be reported to the Flywheel IT Services Helpdesk in line with the school's Computing Policy.
- Any issues related to safeguarding will be reported immediately to the Designated Safeguarding Lead in line with the School's Safeguarding and Child Protection Policy and COVID Safeguarding Policy.

In the event of individual child self-isolation, work will also be allocated from Day 1, with monitoring and feedback balanced with class teacher's responsibilities in school.

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1.2 Learning Support Practitioners (LSPs)

LSPs must be available between 8.30am – 4.00pm, Monday to Friday. During this time, they are expected to check work emails and be available when called upon to support children with their remote learning. 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 providing remote learning, LSPs are responsible for:

- Supporting children with their daily learning including specific individuals as directed by SENDco
- Attending virtual meetings with teachers, parents and children
- Supporting teachers to create and prepare online resources to support lessons throughout the week
- Supporting teachers in their feedback to children about their work
- Attending CPD opportunities as and when they arise and as directed by SLT
- Ensuring online safety at all times as outlined in the Online Safety Policy (adhering to dress code and location agreed protocols) and teaching children how to interact on live streams, about positive and negative online interactions (including cyber bullying), appropriate language and safe searching.
- Any technical issues related to IT will be reported to the Flywheel IT Services Helpdesk in line with the school's Computing Policy.
- Any issues related to safeguarding will be reported immediately to the Designated Safeguarding Lead (Head Teacher) in line with the School's Safeguarding and Child Protection Policy and COVID Safeguarding Policy

1.3 Subject Leads / Co-ordinators

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for supporting teachers with setting relevant online learning in their curriculum area across the school. If any aspects of the subject curriculum need to change to accommodate remote learning these should be considered and relayed to senior leaders and teaching staff. As part of Continuing Professional Development and Staff INSET, subject leads will be expected to work to an adjusted timetable of virtual meetings, training and school priorities.

1.4 Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – reviewing work set by teachers and the corresponding feedback. SLT should feedback to the Head Teacher who will have overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.
- Monitoring email correspondence between parents and teachers

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- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring impact of remote education on staff workload and alongside the Head Teacher mitigating against any issues that present themselves.

1.5 Designated Safeguarding Lead (DSL)

The DSL and Deputy DSLs are responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- See Safeguarding and Child Protection Policy and COVID Safeguarding Policy for all amendments regarding Remote Education.

1.6 Pupils and Parents

Teaching staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3.30pm, although they may not always be in front of a device the entire time
- Seek help if they need it from class teachers and LSPs
- Alert teachers if they're not able to complete work

Teaching staff can expect parents to:

- Seek help from the school if they need it via email to the class teachers in the first instance.
- Be respectful when making any complaints or concerns known to staff

1.7 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 systems are appropriately secure, for both data protection and safeguarding reasons

Data protection

2.1 Accessing Personal Data

When accessing personal data, all staff members will have access to CPOMS to record any parent contact or concerns about children; this is accessed via a secure password. Staff need to ensure they log out after use and do not allow access to the site to any third party. Teachers will be given access to parent / carer contact details prior to the onset of remote learning; these details are not allowed to be shared with third parties.

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2.2 Collecting / Sharing Personal Data

Staff members may need to collect and/or share personal data related to their children's learning and as part of the remote learning systems in place (Google Classroom and Seesaw). Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

2.3 Keeping Devices Secure

All procedures set out in the school's Computing Policy and GDPR Policy are to be adhered to. 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)
- 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
- Keeping operating systems up to date – always install the latest updates

Safeguarding

Please see the following policies for updates concerning safeguarding in relation to remote learning and risks associated with remote education:

Online Safety Policy

Safeguarding Policy

These policies are both available to view on the school website under policies.

Communication between staff and pupils / families must be through the authorised school systems (Parent Mail / the school email addresses / telephone) and not through personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy. Due consideration should be put in by staff before sharing photo or video as to whether there are any issues regarding GDPR, reputation, professional conduct, online safety or safeguarding.

The safety of both children and staff during periods of remote learning is paramount and we will be following relevant advice from Department of Education, Achieving for Children, the Children's Commissioner and the NSPCC. If parents / carers have any concerns relating to safeguarding, they should get in contact with the school immediately.

Parents can seek further guidance on keeping children safe online from the following Organisations and websites:

What are the issues? - [UK Safer Internet Centre](#)

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Hot topics - [Childnet International](#)

Parent factsheet - [Childnet International](#)

Online Safety Advice - [NSPCC](#)

Monitoring Arrangements

This policy will be reviewed as and when updates to remote learning are provided by the Department of Education. At every review, it will be approved by Ms Jackson (Head Teacher) and SLT.

Links with other Policies

This policy is linked to our:

- Behaviour policy

- Safeguarding and Child Protection policy

- COVID Remote Learning Statement

- GDPR Policy

- Computing Policy (including Pupil and Teacher Code of Practice)

- Online safety policy (including Email Policy)

- SEND Policy