

# **Greenhaw Primary and Nursery School**

## **Remote Learning Policy**

**Reviewed March 2022**

**(Following up-dated government legislation)**



## **1. Aims**

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating, but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils who aren't in school, including those with SEND, through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

## **2. Who is this policy applicable to?**

- Pupils, parents, teachers, LSA's, all other school staff in the event of a whole-school lock-down
- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

### **3. Resources**

Resources to deliver this Remote Education Plan include:

- Our online platforms: Microsoft Teams, See-saw, School Web-site, e-mail
- Staff training with Microsoft Teams, See-saw and other useful APPs and websites for teaching other areas of the curriculum e.g. WAU
- Information for parents. This includes each child's Microsoft Teams/See-saw log-in and detailed instructions on how to log on. Relevant teachers have provided 1:1 parent information sessions regarding access to the above in the home setting.
- Continued use of Mathletics, Accelerated Reading, Reading Eggs and Maths Seeds to support teaching and learning in the curricular areas of literacy and numeracy.
- Printed learning packs for any pupil who doesn't have access to technology or a printer at home, or is not able to access mainstream online learning.
- Books and other physical learning material as required.

### **4. Approaches to Learning: Our Principles**

The following principles, informed by the Dept. Education requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects including: Literacy, Numeracy PE, WAU, RE, Art, PDMU, UICT
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Those who cannot attend school will access similar learning to that which their bubble is completing within school (as far as is possible).
- Activities will be varied and not solely consist of 'screen time', for example science investigations, maths games, PE, Art.
- Teachers will have access to a wide variety of resources to share remotely:

#### **Foundation Stage**

Oak National Academy Home Learning Website

Maths Chase

WAU

Audible story-books online

Sounds Write Phonics  
Sounds Write Blog  
Corona Virus Social Story  
Reading Eggs  
Maths Seeds

### **Key Stage 1**

Oak National Academy Home Learning Website  
Maths Chase  
WAU  
Audible story-books online  
Sounds Write  
Additional Sounds Write Resources/ Sounds Write Blog  
Oxford Owl  
Twinkl  
Reading Eggs  
Mathletics  
Accelerated Reading

### **Key Stage 2**

Oak National Academy Home Learning Website  
Maths Chase  
Sparks Music  
Jo Wicks – Live PE  
Audible books online  
Oxford Owl  
Twinkl  
Mathletics  
Accelerated Reading

- Resources will be quality assured by subject and Team Leaders, who will make ensure they are closely linked to current learning and the age/stage of the learners.
- Staff will have the training they need to provide online learning safely, including small group Microsoft Teams tuition as well as easy to follow handouts.
- All pupils will have access to the resources they need to learn. We will ensure this by having appropriate resource e.g. phonics cards, maths equipment, at home

- Teachers will prepare a mixture of video clips and online messages which will communicate the purpose of activities for pupils to ensure that they understand what they are learning and how they can be successful. Teachers will also contact parents regularly to provide and receive regular progress updates.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, in an age appropriate way.
- SEND will not be a barrier to accessing the curriculum at home because the school will work in partnership with families with regular communication and bespoke support for each targeted pupil.
- Staff workload will be managed by regular communication with Team Leaders and the SLT.
- Senior Leaders will measure engagement in remote learning by working with Team Leaders and teachers to gauge strengths and weaknesses and use this information to review provision and make changes as necessary.

## **5. Working with Parents**

We are committed to working in close partnership with families and providing remote learning in different ways when necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use Microsoft Teams/See-saw, including their child's log-in information.

Resources will be shared with pupils and parents via all of our media outlets, such as the school website, emails and on Microsoft Teams/See-saw.

We would encourage parents to support their children's work and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school office as quickly as possible so that other arrangements can be made to support them.

All children sign an 'Acceptable Use Policy' at school, which includes e-safety rules. This applies when children are working on computers at home. This will also be on their Microsoft accounts for reference.

## **6. Roles and responsibilities Senior, Team and Subject Leaders**

Alongside any teaching responsibilities, subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Leading virtual meetings to ensure consistency across the school.
- Monitoring the effectiveness of remote learning, including by using pupil voice, auditing the work online and the resources produced for pupils.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **Teachers**

Teachers will be provided with the necessary training on how to use Microsoft Teams/See-saw.

When providing remote learning, teachers must be available during usual teaching hours and working days.

Teachers unable to work for any reason during this time should contact the principal and, in his absence, the vice-principal to ensure their classes are taught by other suitable teaching colleagues.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes and other classes in their Year group team when necessary.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers will set work/activities using the Microsoft Teams, See-saw, school website, online platforms. Where appropriate, teachers will provide hard copies of the above work/activities
- Daily Literacy and Numeracy work and at least one other subject
- Planning and resources will be completed by each class teacher before they are made available to pupils and parents

Providing feedback on work:

- Reading, writing and mathematics work if they are uploaded
- Work in other subjects will be marked if they are uploaded
- The frequency with which teachers will provide feedback is set out within the schools marking and feedback policy.

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

- Teachers are expected to make weekly contact, via emails, phone calls or through Microsoft Teams/See-saw.
- If there is a concern around the level of a pupil's engagement, the teacher will ring a parent and report any concerns to the SMT.
- Teachers should only use the school office email address or their own school email address to communicate with parents and pupils. Parents and carers should use the office email account [greenhawps@londonderry.ni.sch.uk](mailto:greenhawps@londonderry.ni.sch.uk) or the class teacher's school email address.

- Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking.
- Where a family displays difficult behaviour or is unable or unwilling to engage, teachers will contact the SENCO, vice-principal or the principal.
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view.

Teachers will respond promptly to requests for support from families at home, by responding to their emails and updating the SLT or the SENCO, vice-principal or the principal.

Any complaints or concerns shared by parents or pupils should be reported to the vice-principal or the principal. For any safeguarding concerns, refer immediately to the DTCP (Mrs F. Gallick), the DDTCP (Mrs M. Cunningham) or the DTCP for the Nursery, Mrs D. Molloy.

Members Staff who are required to self-isolate are expected to:

- Follow the normal reporting procedure for planned absence
- Obtain a test and share the result of it with school so that appropriate plans can be made
- Self-isolate for a minimum of **5 days** inclusive of **2 consecutive negative test results on day 5 and day 6**

## Teaching Assistants

In the event of a whole school lock-down, teaching assistants must be available during their usual working hours.

If they 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.

During the school day, teaching assistants must complete tasks as directed by their class teacher or a member of the SMT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the principal, vice-principal or SENCO
- Assist the class teacher with supporting pupils
- Prepare home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents and link pupils
- Complete work that accords with school improvement priorities

## **Designated Teachers for Child Protection**

The Designated Teachers for Child Protection are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

## **The SENCO**

The SENCO is responsible for:

- Ensuring that pupils with IEPs/Care Plans continue to have their needs met while learning remotely, and will liaise with the class teacher, principal and other relevant agencies eg EA Special Education Dept. Educational Psychology Service, SEBSS to make any alternate arrangements for pupils with specific care plans and IEPs
- Identifying the level of support required by pupils

## **UICT Coordinator**

UICT Coordinator is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer at EA
- Assisting pupils and parents with accessing the internet or devices
- Update of website regarding Covid legislation
- Maintenance of school Twitter account
- Staff training/liasing with colleagues on a daily basis

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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:

- Wherever possible, maintain a regular and familiar routine.
- Support their children in their reading and their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.



- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by Microsoft Teams or by contacting the school office via our email address: [greenhawps@londonderry.ni.sch.uk](mailto:greenhawps@londonderry.ni.sch.uk)
- Be respectful when making any concerns or complaints to staff

## **Board of Governors**

The Board of Governors 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
- Ensuring staff workload is managed by the SMT.

## **7. Personal Data**

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants will not store pupils' personal data on their own electronic devices.

## **8. Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

## **9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to a member of the Safe-guarding Team. If you are unable to contact someone and it is an urgent matter, speak to a member of the Senior Leadership Team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during your training.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

## **10. Expectations of staff during online meetings**

When attending virtual meetings, all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

## **11. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy

Signed: (Principal) \_\_\_\_\_

Date: \_\_\_\_\_

Signed: (Chair of Governors) \_\_\_\_\_ Date: \_\_\_\_\_

Date of Review of this Policy – As per legislative developments