



St Lawrence Primary School

Remote Learning Policy

Review date: March 2023

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Policy amendments may occur at any time, and you should consult the Policies page on the website for the latest update.

This policy is linked to:

- Behaviour policy (and Covid-19 addendum)
- Child protection policy (and Covid-19 addendum)
- Data protection policy and privacy notices
- Home-school agreement
- E-safety and acceptable use policies

Aims

This remote learning policy:

- Set out how the school will comply with the requirements of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.
- 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

Background

The school is mindful of its legal duty to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

The requires the school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by Department for Education in July 2020.

The arrangements for remote education from 1st September has been updated to take account of new guidance under national lockdown, from January, 4th, as described in Appendix B: 'What remote learning can I expect from St Lawrence; and Appendix C: 'Remote Learning Overview'.

Process for local outbreaks, contingency plans and remote education.

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities (DfE and Public Health) will decide which measures to implement to help contain the spread.

Situations in which home learning will be required

See Appendix 2, 'What Remote Learning Can I Expect from St Lawrence actions to be taken in the event of:

- **a child being forced to self-isolate**
- **a bubble/group being forced to self-isolate**
- **local restrictions**
- **national lockdown**

For individuals or groups of self-isolating pupils, remote education plans will be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

In the event that a teacher is unwell and unable to set remote work, alternative arrangements will be made by the Headteacher which may include the use of supply staff.

Remote Education Expectations

Where a class, group or a small number of pupils need to self-isolate, or local/national restrictions require pupils to remain at home, the school has the capacity to offer immediate remote education.

The school has considered how to continue to improve the quality of their existing curriculum, and has a strong plan in place for remote education provision.

The school will:

- 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

When teaching remotely the school will:

- 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 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

The school will consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

The school will avoid an over-reliance on long-term projects or internet research activities.

Roles and Responsibilities

School leaders:

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Charlotte Hayes (DHT)
- Monitoring the effectiveness of remote learning – Sian Stephenson (HT) through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – Sian Stephenson (HT), Kieran Holmes (ICT Lead)
- Ensure pupils can access technology - Sian Stephenson (HT), Kieran Holmes (ICT Lead)
- Ensure the needs of vulnerable and SEND children are met – Sian Stephenson (DSL) Kieran Holmes (SENCo)

Teachers:

When providing remote learning, teachers must be available during 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. Adapt this if the procedure is different. If it's the same, you may still want to remind staff of the procedure here.

When providing remote learning, teachers are responsible for:

- Setting work - provide activities and guidance to deliver a broad and balanced curriculum as detailed in the overview chart and monitoring the amount of work they need to provide.
- Decide where work should be uploaded (e.g. school website, Seesaw) – cover any instructions for doing this if others are unfamiliar with the system
- Email parents/carers weekly with an update of the week
- Monitor participation on Seesaw, log concerns and contact parents/carers to ask for updates for any children who are not uploading work onto Seesaw
- Make regular contact with parents/carers of vulnerable or SEND children (if they are not attending school frequently)
- Attend weekly Teams meetings with teachers
- Attend weekly Teams meeting with HLTA/TA
- Make sure pupils with limited access to devices can still complete the work
- Provide feedback on work and how they'll get access to completed work from pupils
- Keeping in touch with pupils who aren't in school and their parents by making regular contact, via email, phone, Seesaw or platform such as Teams or Zoom.
- Answer emails from parents and pupils during working hours only.
- Any complaints or concerns shared by parents and pupils should be addressed promptly and referred to Sian Stephenson (Headteacher, DSL) or other appropriate body as outlined in the Child Protection and Safeguarding Policy.
- If pupils fail to engage in learning, parents should be contacted after the second day and the Headteacher should be informed.

- Weekly logs of pupil engagement and concerns should be presented to the HT each week.
- Ensure that pupils in school are able to access the same remote learning that is being provided for those at home.
- Co-ordinate times working at home and in school, ensuring cover is in place for pupils in school and communicating this to the HT.

HLTAs:

- Responsibility for setting activities for a specific subject/s on a weekly basis
- Research ideas of activities and initiatives for your subject/s

Teaching assistants:

When assisting with remote learning, teaching assistants must be available between 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.

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

- Supporting pupils in school with remote learning
- Working with the class teacher to identify pupils they need to support and how they should provide support
- Review, approve and provide feedback on work uploaded to Seesaw daily
- Set short intervention tasks where appropriate
- Attend weekly Teams meeting with class teacher

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 work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

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

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

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 CH (DHT), relevant subject lead or KH (SENCO)
- Issues with behaviour – talk to SS (HT)
- Issues with IT – talk KH (IT)
- Issues with their own workload or wellbeing – talk to SS (HT) or KP (Staff Mentor)
- Concerns about data protection – talk to the data protection officer, Maylin Ware, via CH
- Concerns about safeguarding – talk to SS (DSL)

Data Protection

We will continue to follow the guidance outlined in the DfE data protection: toolkit for schools (<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>) when managing personal data by:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

Accessing personal data

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

- take appropriate steps to ensure their devices remain secure
- access the data on a secure cloud service or a server in your IT network

- access the data via school devices

Processing personal data

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

Providing pastoral Care Remotely

[\[https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#providing-pastoral-care-remotely\]](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#providing-pastoral-care-remotely)

Where pupils are required to remain at home helping parents, carers and pupils to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

We will decide whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

Vulnerable Pupils

In the event of lockdown, all pupils considered 'vulnerable' will be expected to attend school. To encourage attendance of this group we will:

work with our local authorities

contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend to find out why and discuss concerns.

Free School Meals

A voucher system will operate for pupils eligible for free school meals whilst they are learning from home

Communication with Pupils and Families (including vulnerable children)

During school closure, the school recognises the need to ensure effective communication with children and families. This is important in order to support remote learning and to protect the safety and wellbeing of children.

Teachers and/or the Headteacher will contact families via email and/or telephone, if a child hasn't accessed lessons for a maximum of two days.

Where individuals who are self-isolating defined as 'vulnerable', the school will keep in regular contact via emails and telephone.

Through conversation with the child and their parents/carers. this will ascertain;

- their health and wellbeing
- their ability to access remote education support and any modifications that may be appropriate.
- wider areas of need which could be supported through Early Help processes.

When a vulnerable child is asked to self-isolate, their social worker (if they have one) will be contacted. The Headteacher will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Supporting children with Special Educational Needs

For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. In the event of the need for remote learning, the requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

The school will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within an EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Supporting Children in the Early Years Foundation Stage

The school recognises that younger pupils may not be able to access remote education without adult support and so the teachers in Yew Tree class will work with families to support them to deliver a broad and ambitious curriculum.

Delivering Remote Education Safely

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2020' provides information protect pupils online. In addition, the school will make use of resources from DfE in relation to remote education and safeguarding.

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- children and families are aware of their obligations under the school's acceptable use policies
- children continue to be provided with teaching to be able to keep themselves safe online and offline.
- staff are provided with guidance so not as to put themselves in vulnerable or risky situations. - staff have access to support and guidance materials to promote the safe delivery of online lessons.

Refer to Child Protection and Safeguarding policy (and addendum).

Promoting positive behaviour

Refer to Behaviour Policy and Covid-19 Addendum

The EWO will be contacted in intervene in cases where pupils continue to fail to engage with learning from home.

Monitoring arrangements

This policy will be reviewed in accordance with changes to government guidance by Mr Alan Brannen (headteacher)

At every review, it will be approved by the Curriculum Committee.