Draft Rivington Foundation Primary School

Remote Learning Policy

Creating Visions of the Future through Kindness and Today's Strong Foundations.
We Care, We Trust, We Believe, We Share, We Enjoy, We Achieve!'
'We Are Limitless. We Are Kind.'
'We Are 'Rivi!'

1. Aims

This remote learning policy aims to:

- Ensure that a remote curriculum offer at Rivington is immediate;
- Ensure consistency in the school's approach to remote learning;
- Ensure that learning and teaching will continue to be 'quality first';
- Ensure that Pupils will continue to have access to a planned and well-sequenced curriculum;
- Provides guidance and approaches on how to continue the delivery of our planned and well-sequenced curriculum;
- Set out expectations for all members of the school community with regards to remote learning;
- Provide appropriate guidelines for data protection;
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31;
- Ensure our pupils continue to receive frequent, clear expectations of new content using suitable platforms;
- Continue to support growth in confidence in new material through scaffolded practice;
- Enable the continued application of new knowledge or skills;
- Ensure that teachers will continue to gauge how well pupils are progressing through the curriculum, using a range of Assessment for Learning strategies and other suitable tasks;
- Enable pupils to receive feedback on how to progress;
- Ensure that children's work will be checked, and feedback given where necessary (individual and whole-class);
- Ensure that teachers will 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;
- Ensure that 'Every Child Matters, and more importantly, they know that they matter.

The continued commitment to these aims, and to the characteristics of good teaching, (as identified by EEF) are more important the medium of delivery of remote learning. We endeavor to, as best as we can, transfer into remote, the quality teaching we already deliver in a live classroom.

We aim to re-create at least some aspects of a live classroom. Live classrooms enable important interaction between teachers and pupils through, for example through questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

We recognise that pupils in the early stages of their formal education at Rivington are likely to have particular needs that cannot be easily addressed in the same way as those of other pupils in terms of their remote learning. Likewise, some pupils with **SEND** will require specific approaches tailored to their circumstances. We will endeavour to adapt provision in order to attend to these needs with a focus on Reading progress and development for our younger pupils.

Technology based approach

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, school recognises that securing access for all pupils is a significant challenge.

In order to plan for potential future disruption, Rivington will:

- Maintain an up-to-date record of which pupils and families do not have device or internet access.
- Consider how school technology resources could be used in future to support pupils without sufficient remote facilities. This could include preparing to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property
- Ensure that any equipment obtained under the department's Get help with technology programme is clearly identified and ready to be re-distributed for a similar purpose.

Rivington will use such technology beyond individual lessons for staff meetings, professional development sessions and for teachers to lead events, such as assemblies. We recognise how it is important that these aspects of school life be maintained during any period of remote learning.

In order to support provision for all our children, technology training will be regularly refreshed with teachers and designated troubleshooting support will be available.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 9am and 3pm during term time. 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 procedures between 7:30am and 3pm on the designated absence number. If it affects the completion of any work

required, ensure that arrangements have been made with the class team or SLT to ensure work is completed.

Teachers need to provide learning which at best replicates some of the aspects of the characteristics of effective teaching. This provision should also provide a continuation of what is to be taught by teachers and learned by pupils in our carefully sequenced curriculum for a particularly year group or key stage. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to not lead to strong progress or outcomes so therefore should not be used.

Teachers are responsible for:

- Creating a daily timetable of work for their year group in liaison with the class team. This must include subjects from across the curriculum.

- 'Zooming' daily in order to register the children and to set out the programme of work for the day and teach/direct children towards some content with a focus. These 'Zooms' will be staggered to ensure that siblings will not be needing to use the internet at the same time. During all zoom calls there will be two adults from school. Children are required to be dressed and to be in a downstairs communal room.   This Zoom call may be split into more than one session dependant on the class and teaching requirements. It may also be used to start and end the day.

- Each day the children will be expected to do a lesson of maths, reading (phonics), writing and another foundation subject.

- Teachers will continue to promote and praise children who read 5 times a week.

- Sending a book home for the children to work in – if appropriate. This must be kept safe and returned to school.

- Contacting a child/parent who is not engaging with learning in order to rectify and support the situation (first day response).

- High quality remote teaching, this is more important than the setting of work for the children to complete.

- Setting work that enables teaching, explaining and questioning to take place through low state tests, quizzes or direct questioning – this can be completed via Zoom chat.

- The differentiation of tasks and opportunity for deeper learning.

- Working as a class team to ensure the above work is planned and ready.

- Online line safety curriculum to be followed at thinkuknow website. The page has been created to support parents during COVID-19 and the closure of schools. Each fortnight, they will be releasing new home activity packs with simple 15 minute activities that can be completed at home to support children's online safety at a time when they will spending more time online.

- Providing paper packs if children experience difficulty accessing remote learning.

- Sending home, where available and relevant, textbook books - hard copies/electronic - to compliment lessons.

- Live lessons/pre-recorded content/instructional videos which will be provided via a platform such as Zoom but these need to be available throughout the day in order to support families where children are using more than one device.

- Recorded lessons/instructional videos which are to be posted via SeeSaw, allowing flexible use of limited or shared device access between siblings etc.

- Uploads to SeeSaw which include clear teacher explanations of new content, which is sequenced to build on previous learning, targeted questioning and scaffolded practice.

- Teaching all or most of the planned curriculum in a remote environment. Subjects where this is more challenging, such as science, music or technology, may use video demonstrations in substitution for practical work (for example using Oak Academy). These can be particularly effective when accompanied by teacher explanation and/or a textbook.

- Maintaining children's physical activity. For this to be achieved, PE videos may be used, but at all times children must be encouraged to be physically active each day. This will need to be adapted to take into account the circumstances of both the region and household circumstances.

- Making sure that early reading is a priority for our younger children, ensuring that continued access to appropriate reading books and resources to support Early Reading and Phonics are available.

- Assessing pupils progress through quizzes or tests on core content. Consideration will be given to ensuring availability for those pupils without remote access, including through the distribution of hard copy versions.

- Using Teachers2Parents to communicate with Parents when necessary but using SeeSaw as the main form of communication (accessed via any device).

- The EY Framework - due to the EYs framework being a different curriculum and the age of the children staff within nursery and reception will set learning activities which are age appropriate with an emphasis on early reading.

- Utilizing the Oak Academy online resources, White Rose Maths, YouTube Letters and Sounds, Phonics Play, Pobble and any other online resources which will support the children's learning particularly around teaching instruction, questioning and assessment.

- Ensuring that the school website continues to be a good source of information for home learning for each class.

- Ensuring provision is created for any child who cannot access the internet.

Providing feedback on work:

- Pupils can send any completed work to teachers via Seesaw.
- Teachers will provide regular feedback to individuals, groups and whole-class.
- Teachers can comment any feedback if required
- Teachers should respond to any emails from parents/children within 48 hrs
- Teachers are to send any children's work to Mrs Annette to be shared on the newsletter.

Keeping in touch with pupils and parents:

Frequent contact between pupils and teachers is crucial. Be through presence in a remotely delivered lesson, questioning, feedback or some other form of on or offline exchange about school work.

- Daily Zoom meetings where possible.
- Registers will be taken during the daily Zoom to ensure engagement of pupils.
- Work and messages from pupils and parents are to be checked between 9am and 3pm, Mon- Fri. Responses within 24hrs. Anyone can respond to year group enquiries it does not have to be the class teacher.
- Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher should be CC'd in the communication. If necessary teachers to contact a member of SLT for advice (see emailing tips and strategies in the appendix)
- Teachers are to attempt to make contact will all pupils in their class every 2 weeks via telephone call when in school or from a withheld number. Contact details can be accessed from the office, please ensure you log off and do not share information with a third party. Record all contacts with parents on written/CPOMs and add any relevant actions. An example CPOMS/Written comment: 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.' Any safeguarding concerns to be shared with the DSL.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. There is no expectation from school that work must be completed at this time. We believe our parents will be doing their best.

2.2 Teaching assistants

Teaching assistants must be available between 9am – 3pm, Mon to Fri. During this time they are expected to check work emails and be available when called upon to attend

school. 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 as described previously.

Teaching assistants are responsible for:

- Helping support pupils with learning remotely when requested by the SENCO/Class teacher. This might be in the form of:
    o Attending virtual meetings with teachers, parents and pupils if possible.
    o Attend a zoom meeting, if possible.
    o Helping to assess and comment on work to enable effective feedback where possible.
    o Taking 1:1 or group Zoom to provide effective intervention where this has been agreed by the SLT/DSL/SENCO/Classteacher and Parents – following the online safety guidance listed later in this document.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Reviewing your current subject in the light of home learning during the summer term. Evaluate what changes will need to be made in September ready for creating a subject action plan.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

See the COVID-19 amendments to the Child Protection Policy

2.6 Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time
- Seek help if they need it from both teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Make school aware of any barriers to accessing remote learning

2.7 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.

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead/SENCO/SLT.
- Issues with behaviour – talk to the SENCO/SLT
- Issues with ICT – talk to ICT subject lead
- Issues with their own workload or wellbeing – talk to their line manager/SLT
- Concerns about data protection – talk to the data protection officer (Business Manager)
- Concerns about safeguarding – talk to the DSL (HT).
- All staff can be contacted via the school email addresses

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Where possible access secure data at school. If not possible then destroy all contact details by shredding immediately.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. 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.

4.3 Keeping devices secure

Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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
- Keeping operating systems up to date – always install the latest updates

5. Online Safety, Safeguarding and Behaviour

It is important to have the full cooperation of pupils and parents/carers to assist us with this aspect of remote learning. To meet safeguarding requirements we therefore ask for parental and pupil support in relation to the following:

Pupils:

- Pupils must join any remote learning lesson with the correct book/equipment and other resources requested in advance by the classteacher.
- Pupils should not join any live sessions from their bedroom. Instead, wherever possible, they should find an area where the background is plain/non-descript or use a suitable/appropriate virtual background.
- Can wear a headset/headphone if possible – this will aid concentration and avoid distraction.
- For live lessons/recorded video tuition – be in a room with few distractions.
- Must use appropriate language at all times.
- Must not record or take images of any part of the session.
- No part of the pre-recorded videos or live videos must be shared.
- Parents/Pupils must not use any part of the streaming platform (Zoom/SeeSaw) to contact teachers individually about anything other than the content of a lesson or learning set.
- When joining a live lesson, pupils/parents must do so with their cameras turned on. This is required for both safeguarding purposes and in order to facilitate effective learning. (The teacher may later request that a pupil/parent turns off a camera for independent work/to reduce screen time but this is always down to the professional judgement of the classteacher).
- When engaiging in any remote learning lessons our positive behaviour for learning policy and moto of 'Only My Best Will Do!' still applies. Please remember to treat everyone with dignity and respect.
- Our school policies regarding to safeguarding, positive behaviour and online safety still apply.

Parents/Carers:

- Should keep involvement in any live lesson/recorded lesson to a minimum – especially for children in KS2. We understand that this is not easy but hope

parents appreciate the importance of trying to facilitate this for safeguarding reasons.

- Normal protocols for contacting teachers apply via the school office or bursar@rivington.lancs/sch.uk or head@rivington.lancs.sch.uk
- Any live streaming is not an opportunity for Parents/Carers to contact classteachers.

Staff teaching from home:

- If there are still pupils inn your care at school, a member of staff will be in the classroom to facilitate and supervise the lesson which will be taught remotely by the class teacher if they are well enough to do so.
- The member of staff in the classroom will monitor engagement and behaviour and will apply sanctions in line with the positive behaviour for learning policy.

Staff teaching at school:

- If sharing live teaching - the member of staff will start the lesson and may share their screen with pupils taking part remotely so both the children in and out of school can see the information displayed.
- The classteacher will share any notes/worksheets they are using for the lesson so that the pupils at home can access their learning to the fullest extent.
- Staff may mute and unmute pupils at different times during a lesson but the default for pupils during live lessons/discussions will always be mute.
- All live lessons will be recorded by the classteacher for safeguarding reasons and to support those children who cannot access live provision due to sharing devices with a sibling.
- Members of staff will remove a child from a lesson if they feel there are any breaches of this remote learning policy.

One to one sessions:

- Rivington will use live remote one-to-one sessions when appropriate in some circumstances e.g. to provide support for pupils with SEND. This will be approved by the DSL, in collaboration with the SENCO and Parents/Carers.
- Rivington may use live remote sessions for progress meetings (Parents Evenings etc.). These also may be used for safeguarding, well-being, behaviour, or other similar situations. Other agencies working with a child or family will also be invited to join where appropriate.

School:

- Will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish a secure connection, can recover lost work, and allows for audio and visual material to be recorded or downloaded where required.
- During the period of remote learning, the school will maintain regular contact with pupils, parents/carers to:

- o Reinforce the importance of children staying safe online.
- o Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- o Direct parents/carers to useful resources to help them to keep their children safe online.
- Rivington will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software; e.g. anti-virus software, on devices not owned by the school.

Safeguarding:

This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Teaching and Learning
- Assessment Policy
- Safeguarding Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Safe Code Conduct/Handbook