Dream Believe Achieve

Rivermead Primary School

Policy on Remote Learning

Date of Ratification by Local Authority Board: Minute Reference:

Date of Next Review:

Document History

Version	Date of Review	Changes/Comment
New policy	2024	

Contents

Background

This policy is to ensure the ongoing education of Rivermead Primary School pupils under unusual circumstances. This policy will outline aims, roles and responsibilities and actions the school might take where it might not be possible for pupils to receive in person education.

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort will be made to ensure pupils can be taught in person by attending Rivermead or attending a safe alternative site. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when the senior leadership team or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, Rivermead would consider providing remote education to help pupils stay on track with the education they would normally receive.

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. Roles and responsibilities

2.1 Teachers

The school and staff will continue to use Microsoft OneDrive and Microsoft Teams as the main platforms for delivering remote learning as introduced in March 2020 however the quantity of content will vary depending on the circumstances outlined below.

1. Remote learning available for individual pupils who cannot be in school due to exceptional circumstances.

2. Remote learning for whole class/year group if partial or full school closure is required.

2.1.1 Remote learning for individual pupils

When providing remote learning, teachers are responsible for:

- Working in collaboration with their year group partner to ensure consistency of approach, equal opportunities to access the learning and teaching of all learners.
- Uploading a weekly overview of core learning onto the year groups Microsoft OneDrive account. This weekly overview will outline the content of learning that is taking place for the remaining children in the class/year group. In addition to this teacher will
    - Provide additional PowerPoint/tutorial video or links to supporting website if required.
    - Worksheets and/or activity support to provide structure and scaffolding to aid learning and completion of the learning objectives.
    - Consider how families will limited access to devices and online platforms can still access learning opportunities being provided.
- Ensuring that the information shared is brief in comparison to weekly lesson plans however will provide support to children to access and engage with the learning objectives being covered in their absence.
- Using online platforms familiar with the pupils and used throughout the school. The teachers can set learning for the children and track and monitor completion and progress. Platforms include:
    - Purple Mash (Whole School) and Mini Mash (EYFS) provide a full range of software for learning activities across the curriculum and allow staff to set 'To Dos' for children to complete. www.purplemash.com/sch/Rivermead
    - Differentiated maths activities can be assigned and completed through Mathletics (Whole School) www.mathletics.com/
    - Times Tables Rock Stars (Year 2 to 6) https://ttrockstars.com/
- Ensuring the learning is uploaded on each year groups Microsoft OneDrive account by Monday morning at 9am.
- Supporting any families unable to access online content, teachers will arrange for documents to be printed and made available to be collected from the school office.

The feedback the teachers will provide is dependent upon the time the individual is absent from school. For absence less than a week (5 school days) pupils will bring in their learning into school on their return to receive feedback from the teacher. For absence longer than a week learning is to be sent into the year group e-mail account where feedback will be sent via e-mail from the teacher.

Teachers will be informed about pupil absence from the admin team. If the student absence exceeds a week (5 school days) then the class teacher will keep in touch with pupils who aren't in school and their parents once a week via a phone call and/or e-mail.

Teachers will be working with their class daily between 8:30 and 3:15 and will be unable to make contact outside of their PPA time and after 4:30.

2.1.2   Remote learning for whole class/year group

When providing remote learning, teachers are responsible for:

- Working in collaboration with their year group partner to ensure consistency of approach, equal opportunities to access the learning and teaching of all learners.
- Uploading a daily overview of core learning onto the year groups Microsoft OneDrive account. Each overview will then be fully supported with required teaching materials including PowerPoint and/or videos for each lesson outlined. Teachers will also upload any worksheets and support/scaffolding material to support pupils with their learning.
- Using Microsoft Stream for sharing any videos of themselves and/or colleagues with their pupils. They will share links to the Microsoft stream videos with their pupils and ensure that privacy of videos shared are set to view only with no option to share or download.
- The learning uploaded may make use of online platforms used throughout the school where teachers can set learning for the children and track and monitor completion and progress. Platforms include:
  - o Purple Mash (Whole School) and Mini Mash (EYFS) provide a full range of software for learning activities across the curriculum and allow staff to set 'To Dos' for children to complete. www.purplemash.com/sch/Rivermead
  - o Differentiated maths activities can be assigned and completed through Mathletics (Whole School) www.mathletics.com/
  - o Times Tables Rock Stars (Year 2 to 6) https://ttrockstars.com/
- The learning will be uploaded on each year groups Microsoft OneDrive account by 3pm for the following day.
- For any families unable to access online content, teachers will arrange for documents to be printed daily and made available to be collected from the school office.

During class/year group or school closure children will be asked to e-mail in their learning via the school's year group e-mail. Teachers will provide brief feedback to at least one piece of learning sent in per student per day unless unforeseen circumstances prevent this from being able to take place. Children completing learning on online learning platforms including Mathletics, purple mash and TT Rockstars will receive feedback through the platform and all progress and learning will be reviewed by the class teacher.

For short term class/year group closures of 7-14 days all communication will be via Microsoft OneDrive and the year group e-mail address. For any closure exceeding 14 days teachers will contact learners every third week of school closure.

Unless being asked to cover other classes Teachers will be available to work online daily between 8:30 and 3:15, Monday to Friday with break for lunch.

If complaints or concerns are shared by parents and pupils, teachers are to forward them to SLT to work in collaboration for resolving situations. For any concerns regarding safeguarding all parties should refer to the school's safeguarding policy and contact the schools Designated Safeguarding Lead – Mr Brian Prebble of Mrs Gemma Sloan.

If teachers are concerned regarding pupils not completing learning set, conversations with pupil's parents to establish any obstacles and/or barriers, search for ways to overcome these, work in collaboration with SLT to support pupils and families in accessing learning opportunities.

Teachers will be required to attend virtual meetings and training with staff and on occasion external providers and parents via Microsoft Teams. During these meetings it is expected that staff adhere to standard dress code as outlined in the school's code of conduct. When selecting a location to attend the training remotely teachers are expected to select a location with limited background noise and a neutral/professional background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their contracted working hours to provide support to class teachers with preparation of resources and online support of identified learners.

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 who aren't in school with learning remotely
    - Children in receipt of Free School meals and Pupil premium grant.
    - Establishing contact through telephone calls and/or year group e-mail address.
    - Preparing resources and completing administrative tasks to aid learning and teaching and meeting of personal learning targets.
- Attending virtual meetings with staff and professionals via Microsoft Teams. These meeting may include working with teachers to discuss supporting learning and teaching remotely and completion of administrative work to support learning and teaching or working with colleagues and/or external providers during training opportunities.
    - During these meetings it is expected that staff adhere to standard dress code as outlined in the school's code of conduct. When selecting a location to attend the training remotely teachers are expected to select a location with limited background noise and a neutral/professional background.

2.3 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 all work set is appropriate and consistent.

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

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 through weekly SLT meetings where team leaders will feedback key points from their weekly team meetings.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

Our DSL is Brian Prebble, Head teacher. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Outside of school hours the DSL can be contacted via the direct email of the DSL and/or the deputies. These emails should be clearly marked as "Out of Hours Safeguarding Concerns".

When the DSL is absent, the deputies will act as cover.

Deputy DSL:

Gemma Sloan	Deputy Head
Marie Davies	EYFS leader
Paul Rumble	Lower School Leader
Claire Southerton	Upper School Leader
Lisa Tomlin	SENCo
Laura Terry	SENCo

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The Deputy DSL will also keep the DSL/Head teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSL are set out in their job description.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- 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 data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

2.7 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.
- Be respectful when making any complaints or concerns known to staff.

2.8 Local Advisory Board

The Local Advisory 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.

3. 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 lead or SENCO.
- Issues with behaviour – talk to the relevant team leader, Rivermead Plus+ Team, Deputy Headteacher and Headteacher.
- Issues with IT – talk to Lead ICT technician.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the data protection officer.
- Concerns about safeguarding – talk to the DSL.