Heritage Park Primary School

Remote Education Policy

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Introduction

At Heritage Park Primary School we aim to deliver an effective remote education for those pupils whose ability to attend school has been disrupted by COVID-19.

Within this policy, we will outline our approach to educating pupils who are not attending school as a result of government guidance or the closure of a bubble.

Aims

Our aims are to:

- 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, including those with SEND, who aren't in school through use of high quality online and offline resources and teaching videos

- Ensure that children with SEND are provided with work and resources that supports them to meet their individual targets

- Promote and support pupils' wellbeing by making them feel they are still connected to their peers and classroom staff

- Ensure the continuous delivery of the school's broad and well-sequenced curriculum through the provision of high quality remote learning activities that build knowledge and skills incrementally

- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning

- Ensure that pupils engage in differentiated learning tasks, similar to those that 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

- Ensure pupils and staff are effectively safeguarded, through appropriate training, 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

- Be mindful of the potential need for change as local and national circumstances develop

- Avoid over-reliance on long-term projects or internet research activities

- Provide printed resources, upon request, for pupils who do not have suitable online access

Who is this policy applicable to?

- 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.

Resources

Resources to deliver our Remote Education Plan include:

- Google Classroom for year groups 1-6
- Tapestry for reception age children
- Use of video or relevant website links to support learning and provide frequent, clear explanations of new content, including links to White Rose Maths, Oak Academy, BBC Bitesize, other relevant high quality curriculum resources or pre-recorded videos created by teachers (internal or external) and available on Tapestry or Google Classroom
- Weekly online quizzes to gauge how well pupils are progressing through the curriculum
- School subscriptions to: Times Tables Rockstars, Numbots, Spelling Shed, Maths Shed, Accelerated Reader, White Rose Maths, The Power of Reading, Oxford Owl
- Staff CPD, predominantly offered through our subscription to the National College online training and White Rose subscription but may also be delivered through other virtual meetings/online courses
- Information for parents provided via school email.
- Printed learning packs for those pupils identified as vulnerable and/or not having access to online resources (upon resources)
- Books, exercise books, worksheets and other physical learning materials
- Termly year group curriculum maps, including for subjects other than English and mathematics will be available on the school website and emailed to parents

Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning

- Pupils will study subjects across all areas of the curriculum

- 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

- Activities will be varied and not solely consist of 'screen time'; for example, carrying out a science experiment

- Teachers will have access to a wide variety of resources to share remotely, such as: White Rose Maths, Oak Academy, BBC Bitesize, other relevant weblinks or pre-recorded videos created by staff

- Resources will be quality assured by senior leaders. Senior leaders will review the online resources weekly to ensure teachers are uploading the correct amount of work, the quality of work set and to ensure it matches tasks set in school. Subject leaders will be informed of findings and address issues within their subject area through additional CD for staff or discussions with colleagues.

- Staff will have the training they need to provide online learning safely, through a dedicated Online Safety course completed as part of our annual Safeguarding and Child Protection training

- All pupils will have access to the resources they need to learn. We will ensure this by uploading work in a timely manner, identifying those pupils who do not have access to the required technology, providing hard copies where required and monitoring whether pupils are completing tasks set

- Teachers will communicate a clear description of each task and possible outcomes (where relevant) to pupils and parents via Tapestry or Google Classroom, through the use of pre-recorded videos and/or written explanations

- Weekly whole class virtual assemblies will take place to allow children to share experiences, celebrate their successes and maintain relationships

- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by e.g logging onto Google Classroom or activities linked to websites we are subscribed to, such as: Times Tables Rockstars or Spelling Shed.

- SEND will not be a barrier to accessing the curriculum at home, because the school will work collaboratively with families, putting in place reasonable adjustments as necessary, such as assigning tasks to individual children or small groups, where relevant. We will use our best endeavours to ensure special educational provision remains in place and meets the needs of learners.

- COVID catch-up funding will be used effectively to support those pupils identified as vulnerable due to FSM, Pupil Premium, family circumstances or other factors such as, being identified as having fallen significantly behind their peers.

- Staff wellbeing and workload will be managed by: reducing the number of staff meetings and sharing the workload between colleagues, reduce the expectations for formal lesson planning, making use of online resources already available to minimise time spent pre-recording teaching videos, check-ins with colleagues to monitor wellbeing

- Leaders will measure engagement in remote learning by liaising with class teachers and identifying those pupils not engaging in work set. They will use this information to review provision and make changes as necessary.

Rationale behind not providing live online lessons

- Safeguarding of both the children and staff has been, and remains, a priority. The use of live online lessons is potentially extremely problematic and intrusive of the right to privacy of those children present at school, particularly with regards to those with additional needs.

- Not all staff feel comfortable with the level of scrutiny and exposure that they would be put under in live lessons. In the present climate, when we are all feeling the additional stress that the pandemic has put us under, we do not feel it is appropriate to be putting staff under any additional pressures.

Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways, where 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 Google Classroom and Tapestry and how to keep their child safe online through advice sheets and links to online safety websites.

Resources will be shared with pupils and parents in a timely manner, via Google Classroom and Tapestry as these are systems already familiar to our school community. Hard copies of resources will be made available upon request.

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

Staff will be mindful of the fact that: some parents are working from home so access to technology may be limited; that some families will have more than one child trying to access technology; that systems may not always function as they should. The pre-recorded videos will be accessible at any time. School will aim to facilitate the loan of a Chromebook for those families who do not have suitable access to technology.

Should parents be unable to access online work for any reason, they should contact the school office on office@heritagepark.peterborough.sch.uk so that alternative arrangements can be made.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at school and at home. Pupils and their parents should remember that if they have any concerns about e-safety they should report them to the school who can offer further advice and support.

If a child does not engage, the class teacher is to call the parents to discuss obstacles and support needed by the family. This could then be followed up by phone calls from the Senior Leadership Team, if there are pastoral issues.

Roles and responsibilities

Senior and Subject Leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Safeguarding all children and staff, whether in attendance or working remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Assessing the effectiveness of remote learning through carefully monitoring the suitability of tasks set and pupil participation
- 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 in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring value for money when arranging the procurement of equipment or technology

Teachers

Teachers will be provided with the necessary training on how to use subscription websites and Google Classroom/Tapestry as required.

Teachers who are self-isolating and/or working from home 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.

When providing remote learning, teachers are responsible for:

- Setting work:
    - o Setting work for the pupils in their classes via the learning platform for their year group or to provide hard copies to those vulnerable pupils identified as requiring hard copies
    - o Assessing pupils' learning and adjusting the pace or difficulty of teaching accordingly
    - o Directing children to bespoke, high-quality content such as relevant online resources, or teacher-made content such as short instructional videos
    - o Setting work that is well planned and sequenced and linked to the school's curriculum expectations to ensure that knowledge and skills are built incrementally
    - o Ensuring work for the day will be available from the evening before, unless unavoidable circumstances prevent this
    - o Daily English and mathematics work will be set alongside other subjects that would have been delivered on that day in school. The work set will match as closely as possible to the work undertaken in school but adaptations may be made to allow a task to be completed virtually.

- Providing feedback on work:
    - o The approach to feedback is set out within the school Feedback and Marking Policy
    - o Teachers are expected to respond to children's work submitted online by digitally marking work or providing written feedback

- Keeping in touch with pupils who aren't in school and their parents:
    - o A weekly virtual class assembly will allow staff and children to make contact. If a pupil who is learning from home does not attend the assembly, teachers will make contact via email or a phone call to check on the pupil's wellbeing. Teachers may also contact families, to discuss their wellbeing, and their engagement with tasks set, offering support where required. Bubble staff will supervise learners attending school, to release teachers for this task
    - o Teachers should keep the SLT informed of discussions regarding pupils in their class and investigate how additional support could be provided, if required
    - o Teachers should only use their usual school email address or the learning platform to communicate with parents and pupils. All parent/carer emails should come through the school admin account in case of staff absence
    - o Teachers should check emails at least once in the morning, before 9am, and once in the afternoon, before 1.30pm, and should respond in a timely

manner, within reason, to all parent emails or telephone requests. If a matter cannot be resolved promptly, the teacher will acknowledge the email/phone call and offer assurance that the matter will be dealt with at their earliest convenience

- o Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will discuss this with the SLT

- o Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view. Any complaints or concerns shared by parents or pupils should be reported to a member of the Senior Leadership Team; for any safeguarding concerns, refer immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL in her absence

- o The responsibility for remote learning will become that of the Senior Leadership Team in the event of a staff member being unwell.

Teaching Assistants

Teaching assistants who are self-isolating and/or working from home 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 the class teacher or the Senior Leadership Team. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher, Deputy Headteacher or SENCO

- Assisting the class teacher with supporting pupils

- Preparing home learning resources, where directed to do so by the classteacher or Senior Leadership Team

- Undertake remote and/or online CPD training

- Attend virtual meetings with colleagues

- Communicate with parents, where directed to do so by the classteacher or Senior Leadership Team

- Completion of work that accords with school improvement priorities

Designated safeguarding lead

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. If a vulnerable child attending school, is absent for a week or more, due to self-isolation or coronavirus, the DSL will ensure that appropriate agencies are notified and arrange for regular 'safe and well' checks via a phone call from the DSL. Any children learning from home, who have an assigned social worker, will be contacted weekly by the DSL. A record will be kept of these discussions.

The SENCO

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs

- Identifying the level of support required by pupils

- Liaising with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required

- Maintaining regular contact with families via email or telephone

- Leading annual reviews and other virtual meetings as appropriate, to support families as necessary

- Liaising with class teachers and support staff to ensure children are progressing towards their individual targets

The Office Manager

- Ensuring that the school has adequate insurance to cover all remote working arrangements

- Ensuring regular communications are sent to parents to support families during periods of remote learning, under the direction of the SLT

The IT Technician

The IT technician 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

- Assisting pupils and parents with accessing the internet or devices

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 are 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 as far as they are able, so that they continue to read their home reading book or access online reading resources via Accelerated Reader and Oxford Owl

- Support 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 contacting the school office

- Be respectful when making any complaints or concerns known to staff, following the Parental Conduct Policy

- Ensure learning time is not lost by making full use of the resources provided

Governing Body

The governing body 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

Personal Data and GDPR

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 the SLT if they are unsure.

Teachers and teaching assistants should not store pupils' personal data on their own electronic devices or share contact details when emailing multiple people, other than school colleagues

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

- Not allowing family or friends to use the device

- Storing the device securely to avoid theft

- Making sure the device locks automatically if left inactive for a period of time

- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device

- Ensuring that anti-virus and anti-spyware software is up to date

- Installing updates to ensure that the operating system remains up to date

Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to the Designated Safeguarding Lead or the Deputy Safeguarding Lead in the Headteacher's absence. If neither of these staff are available you should report concerns to the SENCO. All safeguarding policies and procedures continue to apply.

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

Live lessons will not be taught by staff, in order to safeguard themselves and the pupils. The school's approach will be to use asynchronous activities such as, pre-recorded instructional videos where relevant or directing pupils to online resources.

The Senior Leadership Team will make use of the Government guidance on 'Safeguarding and remote education during coronavirus (COVID-19)', the Cambridgeshire School's e-safety site and the NSPCC guidance on 'Keeping children and young people safe while teaching in a remote or unusual setting' as well as other additional resources that promote e-safety and safeguarding, such as 'Keeping Children Safe in Education September 2020'

Expectations of staff during online assemblies

When attending virtual assemblies all staff should follow the expected professional standards as set out in the school's Code of Conduct for phone calls, pre-recorded videos, attendance at virtual training and video conferencing policy.

Expectations of pupils during online assemblies

During online assemblies, children are expected to: be in a communal area; wear appropriate clothing; be respectful towards others; listen carefully and wait for permission before speaking; be mindful of what others can see in the background and finally, leave the meeting when asked by the class teacher, to ensure safeguarding procedures are adhered to

Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child protection policy

- Behaviour policy

- Data protection policy and privacy notices

- Online safety acceptable use policy

- Code of Conduct for phone calls, pre-recorded videos, attendance at virtual training and video conferencing.

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