

Orleans Primary School



Remote Learning Policy

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Signed Chair of Quality and Standards Committee:

Date:

Signed Headteacher:

Date:

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1. Aims

This Remote Learning Policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school due to school closures or because they are self-isolating awaiting for the result of a PCR test or with a confirmed case of Covid-19.
- Set out expectations for all members of the school community with regards to remote learning.

- Provide appropriate guidelines for data protection.
- Ensure pupils unable to attend school due to Covid-19 remain fully included within the school community.
- Continue to ensure that every child receives the best education and quality first teaching.
- Ensure that remote education is integrated in to the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in case of a lockdown/school closure.

There are 2 scenarios where pupils may need to access remote learning from home. (See Appendix 1 for full parent guide)

1. Pupils who are well but who are not in school because they are self-isolating awaiting the result of a PCR test or have a confirmed case of Covid-19 (Appendix 1)
2. Remote learning for whole class/school due to school closure (Appendix 2)

Where pupils are ill with Covid19 symptoms or an illness unrelated to Covid-19 there is no expectation for pupils to complete the home learning unless they are well enough to do so.

2. Roles and responsibilities in the event of whole class/school closure (Appendix 2)

2.1 Teachers

When providing remote learning in the event of a class/school closure, teachers must be available between 9am and 3pm on their working days.

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 between 7.00am – 7.30am on that working day.

When providing remote learning, teachers are responsible for:

a) Setting work

- Teachers will provide learning for their current class. This will be on a daily basis.
- The amount of work they need to provide is a daily Maths and English lesson plus a foundation subject each day.
- Teachers will use resources provided by the Oak National Academy, White Rose Maths, BBC Bitesize, as well as other educational resources identified by school curriculum leaders.
- The work will be uploaded on to each classes Google Classroom platform by 7pm the day before.
- Teachers will outline the work daily via their class page.
- Year group partners are expected to communicate between each other to ensure consistency across the year group.
- Phase Leaders are expected to quality assure their phases ensuring consistency is across the phase.
- Pupils with limited access to devices can still complete the work and this may be in the form of printed packs.

- Reasonable adjustments are made for pupils with SEND to ensure they can access learning, working with the LSA and seeking advice from the SENCO where necessary.

b) Providing feedback on work:

- a. Pupils are expected to upload completed work via the Google Classroom platform through the 'hand in' function. This can be done directly with the use of Lumin or Kami PDF editor, or by directly typing onto a Google doc or on paper and a photo uploaded.
- b. All work will be acknowledged by the class teacher.
- c. Feedback will be age-appropriate and given where it will impact future work.

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

- a. Emails received from parents regarding Google classroom work will need to be sent to the info@orleans.richmond.sch.uk account and these will be responded to within 48 hours.
- b. Any complaints or concerns shared with teachers by parents or any safeguarding concerns, should be forwarded to the info@ account and they will be passed to the Deputy Head/Headteacher/DSL.
- c. In case of a national/local lockdown or whole class closure, year group emails will be reactivated and parents can contact teachers via these. They will be monitored between 9am and 3pm Monday to Friday. Either teacher in the year group will answer these queries. These will be responded to within 24 hours of receiving them. Pupils will be then called on a two-week cycle by a member of Orleans staff to check in on their working pattern and wellbeing.
- d. In the event of a whole class closure, teachers will hold a daily morning registration on Googlemeet with their class to allow them to have face to face contact with their teacher and peers.
- e. It is an expectation that pupils complete remote learning - those that do not complete will be contacted by the school to ascertain reasons why they are not and consider what further support could be offered to enable them to access it.
- f. Vulnerable pupils will be contacted on a weekly basis if not in school and additional support may be put in place to ensure they can complete tasks.

d) Attending virtual meetings

- a. All school staff should follow the Online Safety Policy and the Staff Code of Conduct.
- b. Dress code should be appropriate for the meeting.
- c. Locations for meetings - avoid areas with background noise, nothing inappropriate in the background, if discussing private and confidential matters, ensure you are in a secure location. The Code of Conduct for staff behaviour applies to these situations as if we are in school.

e) In the event of a teacher testing positive and is too ill to teach remotely

In this scenario, it is an expectation that the year group partner teacher will take responsibility for both classes and be released from class to work from home to support the online learning for the class self-isolating and provide learning for their class in school, which will be taught by a cover

teacher/HLTA. In the event that both teachers are too unwell to provide online work the school will ask our Leader of Learning or an HLTA to organise the learning for the year group.

If the school needs to remain open for Keyworker and vulnerable children, a rota of staff will be set up to provide childcare for these pupils, this will be collated by the Deputy Head.

2.2 Teaching Assistants

In the event of a class closure/school closure, teaching assistants will assist with remote learning. They must be available for 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 between 7.00am and 7.30am that working day.

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

- a) Supporting pupils who are not in school with learning remotely;
 - When requested by the Deputy Head/Headteacher.
 - Liaising with class teachers to support planning and resourcing differentiated learning.
- b) In case of a national or local lockdown, teaching assistants will be responsible for calling the children in their class on a two-week cycle to check in on their working pattern and wellbeing.
- c) They will be responsible for organising packs of work for those pupils that cannot access Google Classroom.
- d) They will call any child who is in receipt of pupil premium funding or vulnerable pupils (this includes pupils who have a social worker) on a weekly basis.
- e) Attending virtual meetings with teachers:
 - Dress code should be appropriate for the meeting.
 - Locations for meetings - avoid areas with background noise, nothing inappropriate in the background. If discussing private and confidential matters, ensure you are in a secure location. The code of conduct for behaviour applies to these situations as if we are in school.
- f) If the school needs to remain open for Keyworker and vulnerable children, a rota of staff will be set up to provide childcare for these pupils. This will be drawn up by the Deputy Head.

2.3 Learning Support Assistants

When assisting with remote learning, Learning Support Assistants must be available for 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 between 7am and 7.30am that working day.

When assisting with remote learning, Learning Support Assistants are responsible for:

- a) Supporting pupils who aren't in school with learning remotely;
 - a. When requested by the Deputy Head/Headteacher.

- b. Liaising with class teachers to support planning and resourcing differentiated learning for the pupil they work 1:1 with.
- b) In case of a national or local lockdown, learning support assistants will support the teaching assistant in calling the children in their class on a two weekly cycle to check in on their working pattern and wellbeing.
- c) They will be responsible for organising packs of work for the pupil they work 1:1 with, who cannot access Google Classroom.
- d) They will liaise with the class teacher and SENCO as to how to best support their 1:1 pupil; this could be online as part of the Google Classroom package or in a paper pack of work.
- e) Attending virtual meetings with teachers:
 - a. Dress code should be appropriate for the meeting.
 - b. Locations for meetings; avoid areas with background noise, nothing inappropriate in the background. If discussing private and confidential matters, ensure you are in a secure location. The code of conduct for behaviour applies to these situations as if we are in school.
- f) If the school needs to remain open for Keyworker and vulnerable children, a rota of staff will be set up to provide childcare for these pupils, this may include supporting them in school. This will be drawn up by the Deputy Head.

2.4 Subject Leaders

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- a) Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and keeping track of what areas are not being taught as not appropriate.
- b) Working with teachers teaching their subject remotely to make sure that a broad and balanced curriculum is available to all pupils.
- c) Alerting teachers to resources they can use to teach their subject remotely.

2.5 Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- a) Ensuring staff are well supported to deliver high quality remote education in a safe way, and staff wellbeing is supported.
- b) Co-ordinating the remote learning approach across the school – and within their phase to ensure consistency.
- c) Monitoring the effectiveness of remote learning.
- d) Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.6 Designated Safeguarding Lead

The DSL is responsible for:

Safeguarding concerns, including those related to Remote Learning. Please refer to our Safeguarding Policy and our Online Safety Policy.

2.7 IT staff (At Orleans, this is Click on It)

Click on It staff are responsible for:

- a) Issues with systems used to set and collect work for staff members.
- b) Helping staff with any technical issues they're experiencing.
- c) Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer.

2.8 Pupils and Parents (See Appendix 1 and 2)

Detailed guidance on what work will be expected to be completed when pupils are off can be found in Appendix 1. It is an expectation that pupils will be supported by their parents/carers to complete tasks planned to ensure they can maintain academic success.

Staff can expect pupils learning remotely to:

- a) Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- b) Complete work to the deadline set by teachers.
- c) Seek help if they need it, from teachers or teaching assistants.
- d) Alert teachers if they're not able to complete work via email. Staff can expect parents with children learning remotely to:
 - a) Make the school aware if their child is sick or otherwise can't complete work using the usual absence recording procedure.
 - b) Seek help from the school if they need it via the info@orleans.richmond.sch.uk
 - c) If needing IT support, first see the 'Google Classroom – How to guide' on our website <https://www.orleans.richmond.sch.uk/attachments/download.asp?file=3131&type=pdf>
If they still need support the office can support, complex IT support will need to be referred by the school to ClickonIT.
- d) Be respectful when making any concerns or complaints known to staff.

2.9 Governing Board

The Governing Board is responsible for:

- a) Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible including arrangements to ensure staff are well supported.
- b) Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- c) Support the school as necessary regarding parental concerns or complaints.

2.10 Welfare Assistant

When assisting with remote learning, the Welfare Assistant must be available for 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 between 7am and 7.30am that working day. When assisting with remote learning, the welfare assistant is responsible for:

- d) Supporting pupils who aren't in school with their mental wellbeing -
 - When requested by the Deputy Head/Headteacher.
 - Liaising with class teachers to support pupils that may need additional support.
- e) In case of a national or local lockdown, the welfare assistant will support staff in calling the children they meet with each week to check on their wellbeing and support where necessary.
- f) Attending virtual meetings with teachers,
 - a. Dress code should be appropriate for the meeting.
 - b. Locations for meetings - avoid areas with background noise, nothing inappropriate in the background, if discussing private and confidential matters, ensure you are in a secure location. The code of conduct for behaviour applies to these situations as if we are in school.
- g) If the school needs to remain open for Keyworker and vulnerable children, a rota of staff will be set up to provide childcare for these pupils, this may include supporting them in school.

2.11 SENCO

The SENCO is responsible for:

- a) Supporting teachers of SEN pupils who aren't in school with learning remotely –
 - When requested by the Deputy Head/Headteacher.
 - Will liaise with class teachers to support planning and resourcing differentiated learning for any child with additional needs.
 - Monitor the work set by Learning support assistants to ensure consistency and appropriateness of activities.

When assisting with remote learning, the SENCO must be available for 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 by 7am that working day.

- b) In case of a national or local lockdown, the SENCO will:
 - support the teachers and learning support assistants in setting daily work for EHCP pupils.
 - Phone all parents of children that have EHCP's on a weekly basis and document these notes for all parties involved.
 - Complete the risk assessments for EHCP pupils.
 - Ensure children on the SEN register are able to access work online.

- c) Attending virtual meetings with teachers,
 - Dress code should be appropriate for the meeting.
 - Locations for meetings - avoid areas with background noise, nothing inappropriate in the background, if discussing private and confidential matters, ensure you are in a secure location. The code of conduct for behaviour applies to these situations as if we are in school.
- d) If the school needs to remain open for Keyworker and vulnerable children, a rota of staff will be set up to provide childcare for these pupils, this may include supporting them in school.

3. Who to contact

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

- a) Issues in setting work – talk to the relevant Subject Lead or SENCO.
- b) Issues with behaviour – talk to the relevant Phase Leader first then the Deputy Head.
- c) Issues with IT – seek support from ClickonIT.
- d) Issues with their own workload or wellbeing – talk to the Headteacher.
- e) Concerns about data protection – talk to the Data Protection officer.
- f) Concerns about safeguarding – talk to the DSL and include contact details where necessary.

4. Data Protection

4.1 Accessing personal data

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

- a) Log on to the school server remotely, using their secure passwords.
- b) Not share any details with third parties.
- c) Access pupil details via Integris with secure password.
- d) Have access to a computer or a laptop borrowed from school if they have to provide remote education - these will be signed in and out.

4.2 Processing personal data

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

4.3 Keeping devices secure

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

- a) 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).
- b) 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.
- c) Making sure the device locks if left inactive for a period of time.
- d) Not sharing the device among family or friends.
- e) Installing antivirus and anti-spyware software.
- f) Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

We want to ensure that our pupils remain safe when working on Remote Learning. We strongly advise parents to set up parental controls before their children use devices to work on and to regularly check in with their children to check on the material which they are accessing. We also advise parents to keep log in details and passwords safe.

We have made clear in this policy which groups of school staff will be involved in providing remote education and the ways in which this will be done.

For parents who need support on how to set up parental controls please use the following links to the Internet Matters website:

<https://www.internetmatters.org/parental-controls/>

For further information please refer to our Safeguarding and Child Protection Policy and Online Safety Policy.

6. Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided by the Government by the Headteacher/Deputy Head and Senior Leadership Team. It will be approved by the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Safeguarding and Child Protection Policy and coronavirus addendum to our Child Protection Policy
- Data Protection Policy and privacy notices
- Home-School Agreement
- Staff Code of Conduct and Acceptable Usage Policy
- Online Safety Policy

Appendix 1

Remote learning guide for parents

1. Remote learning for pupils that are ill due to their own confirmed case of Covid-19 or other illness

Children who are absent from school with Covid-19 symptoms or an illness not related to Covid19 will not be required to complete remote learning **unless they feel well enough to do so**. As a school, it is our policy that teachers do not provide work for pupils that are sick or unwell at home, as we expect that they will be needing to use their absence to recover from their illness.


2. Remote learning for pupils who have to isolate due to awaiting test results or testing positive for COVID-19 on a PCR test

In the event of a pupil having to isolate due to awaiting test results or testing positive for COVID-19 on a PCR test, the school will provide remote learning. Once the school is sent a copy of the NHS email or text message that confirms the positive PCR result, the teacher will provide daily activities linked closely to the learning in place within school using a mixture of Oak National Academy, White Rose and BBC Bitesize videos. These activities will enable them to continue their learning alongside their peers still in school.

In this scenario, children should check their Google Classroom using their personal logins to access work they can complete at home. In each year group's classroom, you will find the current week's home learning (uploaded on Tuesdays, as well as, information detailing preview learning for the following week. (For Year 6 the work will be uploaded on a Thursday).

Preview learning will be detailed on each home learning sheet using a magnifying glass symbol. It is designed to allow parents a clear idea of what their child will be learning for the week ahead and be used to supplement additional learning at home.

Maths	English
<p>This week in Maths we are continuing to develop our number sense using a range of strategies and contexts. Our lessons will focus on:</p> <ul style="list-style-type: none">● Recognising and representing number bonds between 7-10, using a tens frame and a variety of part whole models.● Exploring finding double an amount up to five and using it in context.● To find half an amount within 10 and explore the relationship between double and half. <p>These lessons can also be found on the National Academy by following the link https://classroom.thenational.academy/units/numbers-to-10-526c</p>	<p>This week we are continuing to focus on 'Here we are', by Oliver Jeffers. Children are building upon their understanding of the world we live in. This week we are discussing endangered animals, writing facts about them, collaborating on a class poem as well as exploring and answering questions about earth. We will then finish the book by writing notes about the importance of being kind to one another and our planet.</p> <p>When writing we will be focusing on capital letters, full stops and finger spaces.</p> <p>Alternative English Lessons https://classroom.thenational.academy/lessons/generate-ideas-for-a-created-story-64uk0d</p>



An example of preview learning.

After reading the preview, parents can then use BBC Bitesize <https://www.bbc.co.uk/bitesize/primary> or Oak National Academy <https://www.thenational.academy/> to find lessons and resources to match the week's learning.

For further information on how to find lessons on Oak National Academy, please see the FAQs page <https://support.thenational.academy/en/collections/2342140-for-parents>

To further supplement remote learning, each year group also has their curriculum newsletters and curriculum maps available on Google Classroom, these documents will detail further topics that children would be studying in school.



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2
English	Non-fiction, Poetry, Drama, Story, Writing	Non-fiction, Poetry, Drama, Story, Writing	Non-fiction, Poetry, Drama, Story, Writing	Non-fiction, Poetry, Drama, Story, Writing
Maths	Place value, Addition, Subtraction, Multiplication, Division	Place value, Addition, Subtraction, Multiplication, Division	Place value, Addition, Subtraction, Multiplication, Division	Place value, Addition, Subtraction, Multiplication, Division
Science	Living and non-living things, Plants, Animals, Humans	Living and non-living things, Plants, Animals, Humans	Living and non-living things, Plants, Animals, Humans	Living and non-living things, Plants, Animals, Humans
History	Timeline, The Great Fire of London, The Roman Empire	Timeline, The Great Fire of London, The Roman Empire	Timeline, The Great Fire of London, The Roman Empire	Timeline, The Great Fire of London, The Roman Empire
PE	Yoga, Football, Basketball, Netball	Yoga, Football, Basketball, Netball	Yoga, Football, Basketball, Netball	Yoga, Football, Basketball, Netball

For example in Year 2, Children are studying the Great Fire of London in History. Using BBC Bitesize, children could then access <http://www.fireoflondon.org.uk/> to find out more about the Fire of London. Then using the Oak National Academy they can access <https://classroom.thenational.academy/units/the-great-fire-oflondon-7a50>

Alongside this, children will be expected to continue to practise KIRFS, timetables, daily reading and key spellings, all of which can be located on their Google Classroom platform.

3. Remote learning for whole class due to class/school closure

In the event of a class or the school closing, teaching would commence on the Google Classroom platform. If the teacher is well and self-isolating then specific learning for that class will be available online within 24 hours from the closure. This allows time for teachers to collate and prepare work that can be transferred on to Google Classroom. However, if the teacher is unwell and unable to provide learning, the year group partner teacher will support learning of both classes and be released from class to work from home. These lessons will be online within 48 hours and linked to the curriculum and the current teaching sequence.

On the first day of closure, pupils will be expected to complete the preview learning to allow the teacher to fully prepare online remote learning. After that, teachers will upload a series of lessons for each day on the Google Classroom platform by 7pm the day before. This enables parents to preview lessons and understand what the children will be learning. There will be one English lesson per day, one Maths lesson per day and one Foundation subject lesson per day (Art, DT, Science, History, Computing, PSHE, PE).

These lessons will follow the curriculum maps as closely as possible to ensure continuity. Children will be able to access daily lessons, submit work online and gain appropriate feedback from class teachers when needed. We recognise that for some of our younger pupils within school, they will require further support to access learning online. Teachers will communicate guidance for the children on how to access lessons via the online platform in preparation in the event of closure. Parents have the option if they wish to print the lessons off to complete on paper, but this is not essential.

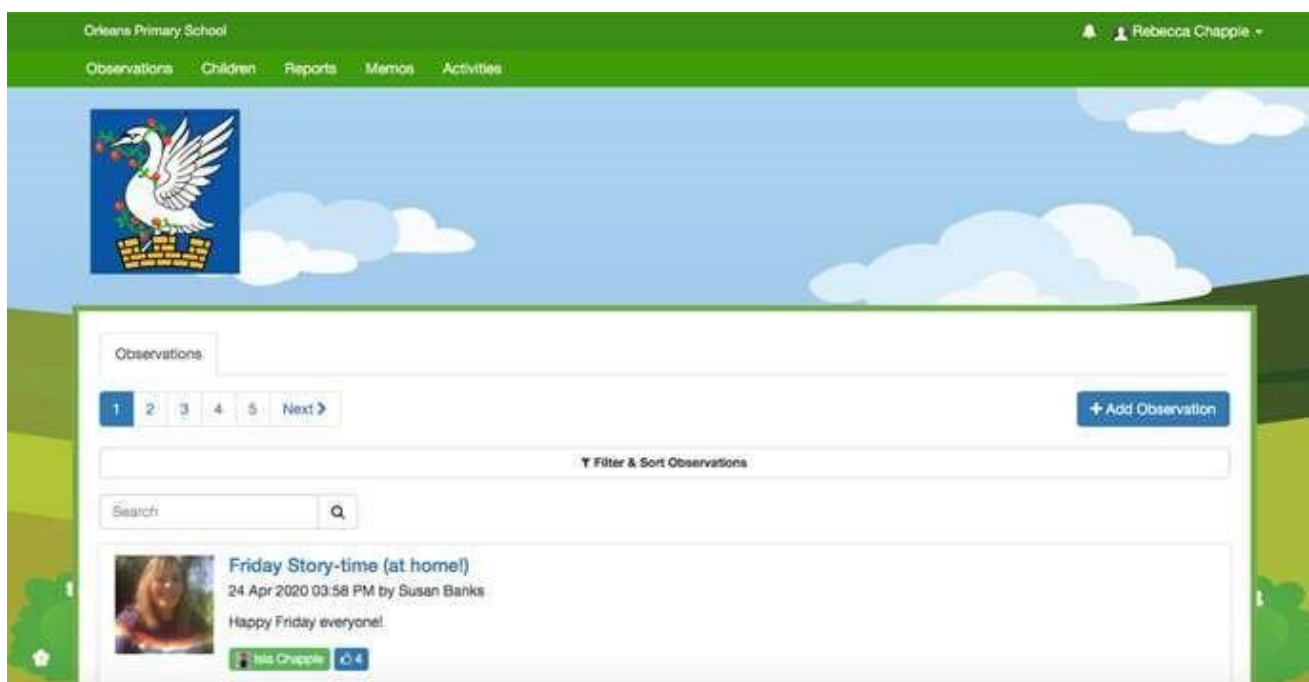
4. Remote learning for Reception and Nursery Pupils

For Reception and Nursery pupils, all remote learning will be accessed via the Tapestry platform. Individual logins for each child have been given to parents and this platform is regularly used to support children's learning in class. Teachers will upload activities under the activities section on Tapestry, as well as videos of activities for children to complete at home. We ask that parents then submit photos of their child completing tasks so that teachers can add to their portfolios. The Oak National academy website also hosts a wealth of video lessons for EYFS pupils to support their learning. <https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage> as does <https://hungrylittleminds.campaign.gov.uk/> and <https://www.bbc.co.uk/bitesize/articles/zks4kmn>

Reception and Nursery curriculum maps, alongside weekly overview/newsletters will be sent out via email by the EYFS team and these will also support and guide parents on how to further support their child's learning.

How to access the daily learning via Tapestry.

1. On your child's home page at the top you will see the tab activities.



2. Click on this tab and you will see an activity highlighting the relevant day e.g: Monday 4th May. Here you will find the home learning.



Planned Activities

Planned Activities

Filter & Sort

Search



Monday 4th May 2020

25 Apr 2020 01:36 PM by Rebecca Admin

Published for staff & relatives

Rebecca Chapple



Appendix 2

Remote learning for whole/school class during school closure (this would be in the event of the school returning to a 'bubble' system)

In the event of a class having to isolate due to a positive test result or the school closing, teaching would commence on the Google Classroom platform. If the teacher is well and self-isolating then specific learning for that class will be available online within 24 hours from the point of closure. This allows time for teachers to collate and prepare work that can be transferred on to Google Classroom. However, if the teacher is unwell and unable to provide learning, the year group partner teacher will support learning of both classes and be released from class to work from home. These lessons will be online within 48 hours and linked to the curriculum and the current teaching sequence.

The first day of closure, pupils will be expected to complete the preview learning to allow the teacher to fully prepare online remote learning. After that teachers will upload a series of lessons for each day on the Google Classroom platform by 7pm the day before. This enables parents to preview lessons and understand what the children will be learning. There will be 1 English lesson per day, 1 Maths lesson per day and 1 Foundation subject lesson per day (Art, DT, Science, History, Computing, PSHE, PE).

These lessons will follow the curriculum maps as closely as possible to ensure continuity. Children will be able to access daily lessons, submit work online and gain appropriate feedback from class teachers when needed. We recognise that for some of our younger pupils within school, they will require further support to access learning online. Teachers will be guiding children in class on how to access lessons via the online platform in preparation in the event of closure. Parents have the option if they wish to print the lessons off to complete on paper, but this is not essential.

Monday 20th July	
Monday 19th Jul	Maths
Monday 19th Jul	English
Monday 19th Jul	Reflecting on Year 6
Friday 10th July	
Monday 19th Jul	French, Music, Picture News
Monday 19th Jul	Maths Maths challenge - Lesson 6
Monday 19th Jul	English M1 - Lesson 6

Picture News

- How important are first impressions? Posted 6 Jul
- Picture News - Routine Posted 24 Jun
- Managing money Posted 23 Jun
- Zoo reopening Posted 23 Jun

Spellings, keywords and KIRFs

- Keywords Posted 28 Jun
- Spelling rules overview Posted 28 Jun
- KIRFs Posted 28 Jun

Maths

Katie Healy · 19 Jul
100 points

Use this time to practice your KIRFs. Head to the topic 'spellings, keywords and KIRFs' to remind yourself of the Y2 KIRFs.
Hit the button (link below) have some fun games to help you practice. You can also practice on TTRS.



Hit the Button - Quick fire m...
<https://www.topmarks.co.uk/mat...>



Number Bonds 20 | Math Pla...
<https://www.mathplayground.co...>

Class comments



Add class comment...



English

Katie Healy · 20 Jul
100 points

Today you are creating a poster! Read the slides below and find out what your poster will be about.



English Tues 21st
Google Slides

Class comments



Add class comment...

