Remote learning policy

Staff expectations

Star Primary School

Nurturing & growing together

'Every child has the right to an education.' Article 28

Approved by:	Lisle Von Buchenroder	**Date:** 10/11/20
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Contents

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.
- Ensure a **balance** between online learning outcomes and traditional written outcomes.

2. Roles and responsibilities

2.1 **Teachers - <u>Teaching from home</u>**

If a teacher is at home, (see scenarios in appendix) providing remote learning, teachers must be available during normal working hours.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, this should be reported using the normal absence procedure if the school is open. If there is a full closure and the main school is not open, then you will notify the HT Teacher and PGL. The HR manager should be cc'd into this correspondence. **This should be done via telephone contact and not email, as time implications apply.**

If you display *COVID symptoms d*uring this time then follow the COVID illness procedure.

If you have a *dependent* who is also at home then this will be discussed with the HT/DHT and a timetable for availability will be set and shared.

When providing remote learning, teachers are responsible for the following:

All work assigned will be via google classroom and saved in the Pupil drive –: This could be for your own class, or a year group as agreed by PGL.

When a class is isolating at home - Teachers will need to plan and deliver the following.

For years 3-6. (if applicable)

- A daily **Maths lesson** of essential learning, approx 1hr, including at least 30 minutes live teaching/modelling via 'Meet' per day and daily independent work set on Google Classroom, as well as a live feedback session at the end of the hour.
- An **English lesson** of essential learning per day, a 1 hour session, including at least 30 minutes live teaching via 'Meet' per day and daily independent work as well as a live feedback session.
- Work must be assigned on the Google classroom 'Stream'. This includes all Maths and English resources, slides and templates. All set work is also saved on the pupils drive.
- Some pre recorded audio is also expected for some subjects like big reading, spelling and phonics.
- A **topic session/foundation session** is to be planned per day - with one hours learning, including at least 20 minutes live teaching via 'Meet' per day, independent work as well as a live feedback session. (If appropriate)
- Other areas of learning will be agreed with PGL - e.g spelling, Physical activities, music etc.

Year 1-2

- A **phonics lesson** per day - 20 minute live teaching via 'Meet' per day/or 20 minutes pre recorded (This may be longer dependent on ability) or an **English lesson** per day, with at least 30 minutes live teaching via 'Meet' per day.
- A **Maths lesson**, with at least a 30 minute live teaching via 'Meet' per day.
- Daily independent tasks set as assignments on Google Classroom. This may include audio alongside child friendly slides.
- A **topic session/foundation session** is to be planned per day - with one hours learning, including at least 20 minutes live teaching via 'Meet' per day, independent work as well as a live feedback session. (If appropriate)

●

Year N-6

- A daily **well-being** activity per day. Approx 20 minutes. (Physical, Art,)

Year N-6

- **BIG reading/storytelling** via a meet session 2 per week.

Reception Specific

- Live teaching sessions, including story sessions, games, songs and music.
- Activities for families to complete that cover areas of development matters, content shared and uploaded on google drive. These challenges may be recorded with audio instructions that are concise.
- Daily live/Pre recorded phonic sessions.

Nursery specific

- A daily 'meet' with your class to teach an essential skill from a core area of development matters. (Mark making, singing, story telling, cooking, physical games`)
- Activities for families to complete that cover areas of development matters with content shared and uploaded on google drive. These challenges may be recorded with audio instructions that are concise.

Expectations of all teaching staff when teaching from home.

- All work goes live at 7.30 on the drive. You can assign work to go live beforehand.
- A weekly timetable for families to be shared on Google classroom and on the school website, signposting times of online sessions. To be shared on a Friday by 2pm.
- All work loaded to Google classroom and pupils drive.
- Ensure books are allocated on bug clubs and engagement tracked.
- To 'Meet' for PPA with PGL to discuss *essential learning* outcomes for the week, agree timetable, delegate pre recorded sessions.
- If one class from a year group is at home and the rest of the year group is at school, there must be links between the remote learning and face to face learning so children returning can 'blend' back into the curriculum on return.

- Teacher to complete daily remote tracker- all columns completed included who attended live teaching, who has uploaded or submitted work and the feedback that is given.
- A link to the live teaching MEET should also be put on the stream each day.

- *Scenarios may vary* and will have to be tailored according to needs of children e.g
  1. 1 teacher and 1 class are at home and all pupils are remote learning. Teacher teaches from home. Chn work from home. Rest of year group at school.
  2. A teacher is unwell with Covid. Chn work from home. A teacher in school teaches pupils at home remotely.
  3. A teacher is isolating due to track and trace. The teacher joins class remotely and teaches from home. HLTA/Cover Supervisor or Support Staff supervises class, teacher uses GClassroom.
  4. A whole year group and all staff are at home. Teachers teach from home. Chn work from home.
  5. One pupil is isolating due to a suspected case at home/ or through track and trace. Pupil accessing Google classroom and pupil drive. Teacher monitors engagement in learning by providing feedback through comments.
- Teachers must work with SENCo's to ensure work is personalised for all learners in class.
- Teachers must avoid an over reliance on long term projects/internet research.
- Clear explanations of new content must be 'delivered' regularly by the teacher.
- Slides should be child friendly to support understanding.
- Set work should be differentiated for all learners. Explanations should be differentiated during live teaching. Work can be assigned to different pupils.
- Be 'responsive', adjust the pace or difficulty of what is being taught.
- Teachers can refer to the help guides or contact ICT team for support. (see link) Google Classroom
- Teachers to support pupils with login in, referring to the help guides. (see link) Google Classroom

FEEDBACK - Teachers, when teaching from home, are expected to provide feedback to all pupils when remote learning.

- Teachers must check daily, the outcomes on documents they have set, either by editing the document directly or commenting.
- Verbal feedback must also be shared during live feedback sessions.
- Feedback should be shared on the day if possible, through verbal feedback during 'live' sessions and comments on work in G classroom. Teachers may live edit with the child.
- Children should be extended and challenged daily,

● Work should be ambitious. Feedback should challenge.

Pupils working remotely - Supporting families to access work.

● Pupils who are not accessing google classroom should be flagged to the Pastoral Care team and then the PGL through the remote learning record.
● Admin team will follow up any pupils not accessing. (see admin section)
● Teaching staff may be asked to call families to offer support. If expected to make contact, this will be via phone.(Number blocked)
● Training for families and pupils will be offered. 'How to' handbooks made available on the school website. Further ICT support may be offered for individuals by Matt Norton.
● To support engagement, 'catch up' calls may be regularly scheduled for some families.
● Comments from pupils do not need to be answered after 2.10.
● Families will be called when there is a failure to log on or complete work or not engaged in LIVE TEACHING by a member of staff.

2.2 Teaching assistants

Teaching assistants will also be working from home during this time.

When assisting with remote learning, teaching assistants must be available between their normal working hours.

● If 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. If a dependent is also at home then this will be discussed with you PGL and timetable for availability will be set.
● If at home, you will be asked to assist with remote learning. You will be asked to log into the 'LIVE TEACHING' or google classroom and assist children with tasks as directed by the teacher. This may include some 'live editing', commenting. You may be asked to respond to questions in the comment box or 'present' slides.
● It is essential you join 'meets' with teachers to discuss children's progress and at this point you may be asked to support a particular child with their work. These will be shared with you via email and on the calendar. These are essential to attend.
● You will be asked to check-in with certain pupils. This will be directed by the YGL/PGL and SENCO. This will be an 8:15 check in to complete zones and talk through the timetable for the day.
● You may be asked to 'read' with children online. You PGL will discuss how to do this using 'slides'.

- You will be asked to facilitate a group online/or and SEN pupil for live sessions including Sp and L Activities, PHONICS and ZOR. As directed by PGL and SENCO's.
- You will be supported initially by a SENCO with this and then asked to do this independently, providing feedback to the designated SENCO and class teacher/YGL.
- If teaching assistants are working in school, you may be asked to supervise a small group of chn, while the teacher joins virtually. HLTA's/Cover Supervisors will be asked to supervise larger groups while a teacher joins virtually.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Working with teachers teaching their subject remotely to make sure all teaching delivered is appropriate and consistent.
- Research and use subject networks to keep up to date on remote learning in the subject.
- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitor the remote work set by teachers in their subject by reviewing work set weekly on google drive.
- 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 regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

- Working with YGL's to ensure excellent content is available for pupils.
- Regular feedback to SLT regarding engagement levels for their Key stages.
- Drop regularly into LIVE TEACHING to ensure quality and provide feedback to HT.

2.5 Designated safeguarding lead

The DSL is responsible for:

See Safeguarding policy/see safeguarding below

2.6 ICT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Assisting pupils and parents with accessing the internet or devices. Helping staff and parents with any technical issues they're experiencing via email and phone. This could be 1-1 or virtual workshops.
- Signposting parents to 'how to' guides on school website.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Ensuring pupils have logins for google and other buy-in programmes.
- Updating devices to ensure best outcomes.
- Preparing devices for loan.
- Ensure parents are notified when a device is ready, call them in and go through the 'care agreement'.
- Ensure serial numbers are collated on borrowed devices.

2.7 Admin Staff

- Complete the Admin Collapse Bubble Protocol sheet.
- Ensure all families have been notified of a closed bubble by phone.
- Gather data on families' access to devices and the internet.

- Ensure every parent in a bubble has signed electronically the 'Google user agreement'.
- Provide a device and ensure the 'care agreement' has been read and signed.
- To gather information on the need for a FSM and arrange collection.
- Complete daily calls to families not accessing the live teaching. This can be found on 'Remote learning record'.
- Update the 'Remote learning record' when devices have been collected.
- Make notes on communication with families on 'Remote learning record' to support teachers.
- To ensure all pupils have a home learning pack containing age appropriate exercise books. To call and parent mail any families that do not receive this at point of closure.

2.8 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.
- Join 'live teaching at the designated times.
- During live teaching be respectful to peers.
- Use the comment feature appropriately and only when requested by the teacher.
- Mute microphone during live teaching and un mute when teacher asks.
- 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.
- Alert parent/carer if need further support with assignments.
- Communicate to a trusted adult if they feel unsafe online.
- To not write comments to other pupils on google classroom.

Staff can expect parents with children learning remotely to:

- Sign the 'devices at home' contract via parent mail and adhere to it if borrowing a device. [Parent Device Loan Agreement](#) Report any missing or broken devices immediately.
- Help your child to log on.
- Learn to navigate the google classroom. Use the 'how to guides on the school website to help /https://star.newham.sch.uk/our-learning/google-classroom/
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it via phone or email.
- Provide a calm working space without distraction.

2.9 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

2.10 SENCO

- Developing bespoke remote learning programmes for SEND children.
- Using google classroom if possible to collate work and activities for chn.
- Use 'meet' to facilitate additional ZOR activities.
- Arrange SP and L and other agencies to support remotely if possible.
- To signpost staff to 'learning from home' resources for SEN pupils. Home visual timetables, now and next etc for parents.
- To monitor work assigned to HNF and SEN children. Provide feedback to staff.

2.11 Pastoral team

- To call the VF children during the remote learning period.
- The CPO to call any child on a plan.
- Pastoral team will be allocated pupils by the DHT responsible for the Team.
- Contact to be tracked by Team and monitored by PGL.
- PGL or class teacher to raise any pastoral concern to DHT who will allocate a member of the Pastoral team to follow it up.

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 PGL, subject lead or SENCO.
- Issues with online behaviour – talk to the relevant head of phase or year.
- Issues with IT – talk to PGL, Gemma or Matt.
- Issues with their own workload or wellbeing – talk to their PGL or member of the mental first aid team.
- Concerns about data protection – talk to the data protection officer - Gemma
- Concerns about safeguarding – talk to the DSL, use safeguard and notify PGL.

4. Data protection

4.1 Keeping devices secure

All staff members will take appropriate steps to ensure their <u>personal devices</u>, allocated by school, 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)
- Making sure the device is locked if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates.
- Checking emails for IT and Information updates.

5. Safeguarding

- If you notice anything that is a safeguarding concern, or a child makes a disclosure, please raise the issue with YGL or PGL.
- Log the concern on Safeguard, following the normal safeguarding protocols set out by the school.
- The DSL will then follow up and ensure that the appropriate actions are implemented.
- Refer to safeguarding policy if unsure.

6. Monitoring arrangements

This policy will be reviewed regularly by the HT. At review, if there are significant changes it will be approved by the chair of Governors.

7. Links with other policies

This policy is to be used in conjunction with our:

Amended behaviour policy

 Child protection policy and coronavirus addendum to our child protection policy

 Data protection policy and privacy notices

 Home-school agreement

 ICT and internet acceptable use policy

 Online safety policy https://star.newham.sch.uk/our-learning/online-safety/

1. APPENDIX

Contents

1. **Star level system for positive cases within tiers 1-3.**

Star will implement its own levels when there are confirmed cases of covid within the school. See below.

Level 1	Pupil or staff member is isolating due to positive result of track and trace (14 days)	
Level 2	Class Bubble/Team bubble is isolating (14 days)	
Level 3	Year group bubble/PG isolating (14 days)	
Level 4	Local/national lockdown - Whole school closure	

	Scenarios 1- 4	What is the impact on Pupils?
Level 1 1 member of staff	1.**A member of staff has confirmed they have been in contact with a positive case through Track and Trace.** 2.**Because this is a track and trace case** - You will isolate for 14 days since last contact. This will action Remote Teaching from home. Your household doesn't need to automatically self-isolate with you. **Symptoms?**If you develop symptoms - Get a drive through/walk-in test immediately, other members of your household must self-isolate while you wait for your test result. 4. **If negative** - isolate - remote teaching from home continues for 14 days since contact with	**A member of staff has confirmed they have been in contact with a positive case through Track and Trace.** In this scenario the staff member will be at home for 14 days. Pupils are in school, HLTA takes the class, teacher facilitates/teaches from home. If, however, the staff members become unwell and the test is positive - move to level 2.

positive individual. No one who you have been in contact with needs to isolate. 5. **If positive** - isolate - If you get a positive test result, this means that when you took the test, you had coronavirus. You – and other members of your household – must continue to self-isolate. - <mark>move to level 2</mark> 1. **A member of staff have confirmed they have been in contact with a positive case however NOT through Track and Trace**. If not contacted by track and trace then there is no action unless, You develop symptoms, therefore get a drive through/walk-in test immediately. 2. **If negative** - you will return to work if well. 3. **If positive** - isolate - If you get a positive test result, this means that when you took the test, you had coronavirus. You – and other members of your household – must continue to self-isolate for 14 days since your first day of symptoms.- <mark>move to level 2</mark>	

1.Member of staff has symptoms and is unwell. (Follow procedures [September 2020](#))
2.Get drive through/walk-in test immediately.
3.Isolate while waiting for the test results.
4.**If negative you <u>do not need to self isolate</u> - as long as the following are correct.**

- everyone you live with who has symptoms tests negative
- everyone in your support bubble who has symptoms tests negative
- you were **not** told to self-isolate for 14 days by NHS Test and Trace
- i**f you feel unwell**, stay at home until you're feeling better. No one who you have been in contact with needs to isolate.

5. **If positive** - move to level 2

A member of staff has a person living with them who has tested positive.

1. The staff member must self isolate.

A member of staff has a person living with them who has been contacted by Track and Trace.

	1. Staff member does not need to isolate if the person living them is symptom free. (General Social distancing measures should be adhered to, plus hand washing etc) 2. Staff member isolates if the family member/housemate has symptoms and is awaiting test results.	
Level 1 1 pupil	**1.Pupil is unwell with symptoms.**(Follow usual procedures) September 2020 2.Pupil will have a drive through/walk in test. 3. **If negative** - they can return to school when well. 5. **If positive** - move to level 2. **If a track and trace case**. The child and carer will isolate for 14 days since contact whether they get symptoms or not. If they have a test (is negative or positive) they must self isolate	
Level 2 Class bubble/Team bubble is isolating (14	**Due to a confirmed case in a bubble action is taken. The bubble will be remote working for 14 days.** NOTE. If the teacher is unwell with Covid they will	**Remote learning begins.** Pupils are at home / Teacher at home 1.Parents sign through Parent mail a 'Care contract'.

days)	not be remote teaching. NOTE. If a child has Covid and unwell they are not expected to be remote learning. Other classes in bubbles continue face to face teaching in school. **If more confirmed cases in year group - move to level 3.**	2.Devices are sent home with pupils. All class pupils are home for 14 days (since first confirmed symptoms.) 3.Remote learning timetable shared with parents and pupils. 4.Pupils and teachers adhere to 'Remote learning policy'.
Level 3 Year group bubble	**Due to confirmed cases across a year group action is taken. The year group bubble will be remote working for 14 days.** NOTE. If the teacher is unwell with Covid they will not be remote teaching. Other teachers will teach learners. NOTE. If a child has Covid and unwell they are not expected to be remote learning.	**Remote learning begins.** Pupils are at home / Teacher at home 1.Parents sign through Parent mail a 'Care contract'. 2.Devices are sent home with pupils. All class pupils are home for 14 days (since first confirmed symptoms.) 3.Remote learning timetable shared with parents and pupils. 4.Pupils and teachers adhere to 'Remote learning policy'.
Level 4 school closure.	**Local lockdown may be enforced or the school is closed due to an abundance of cases.**	**All chn will be remote learning.**