



The Orchard Primary School

Nurture Learn Grow

Remote Learning

Date	Review Date		GB Committee
January 2021	January 2023	HT	Curriculum and Community

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.
- Reflect the school's commitment to The Orchard Child.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning teachers must be available between 8.40am and 3.40pm. If you are unable to work for any reason during this time – for example due to sickness, they should report this using the normal absence process. If it affects the completion of any work required, ensure that arrangements have been made with your year group partners to ensure work is completed.

When providing remote learning, teachers are responsible for:

- Uploading a weekly timetable to DB Primary
- Ensuring work is uploaded onto DB Primary in a timely manner for all children.
- Ensuring that work is available in a learning pack for those pupils who do not have access to a device at home.
- Ensuring children know how to complete assigned work, submit it, use templates, take photos or scan written work and upload....
- Marking and giving feedback on children's work
- Creating online resources to support lessons throughout the week. This may include pre-recorded lessons on Loom, Oak Academy resources, Khan academy resources, STEM, BBC Bitesize, White Rose videos,
- Liaising with year group colleagues to produce weekly plans for English and Maths
 - English – Loom session to introduce the week.**
 - 3 writing lessons per week – Loom to be used to record lesson introductions and any follow-up. The writing should include a grammar and punctuation focus from SPAG lessons, and where possible, include words learnt from vocabulary work for the week.
 - 1 Read and respond lesson per week followed by at least 1 comprehension activity/ lesson.
 - Vocabulary work – Tier 2 words need to be explicitly taught
 - Work of the day – definition and in a sentence
 - Spelling / phonics – especially for Rec to Year 3
 - Dictation across all year groups: listen 1 day and the sentence is posted the next day on DB for them to check.
 - SPAG activities: KS2 using a range of resources including 'The Natural Curriculum'.
 - Daily story time – at least 2x weekly by a teacher and other days could be 'online' resource
 - Handwriting practice
 - Maths – Loom session to introduce the week/ new concepts**
 - 5x 45minute maths sessions per week (White Rose Maths can be used.)
 - Fluent in 5
 - MyMaths activities which are differentiated
 - Timestables.co.uk
 - Question for the day/week with multiple choice. Children asked to justify their answers.

- Include online safety lessons and guidance
- Encourage daily physical activity/PE using 5-a-day every day, Joe Wicks – Mon, Wed, Fri, GoNoodle, Cosmic Yoga
- Create home learning packs for those children who do not have regular access to electronic devices at home. This work should match the learning taking place in school and should also take account of the individual learning needs of pupils. These should be ready and available for collection at the same time each week.

Providing feedback on work:

- Pupils can send completed work to their teachers via DB Primary
- If they are unable to access DB Primary, pupils (or parents) can scan or take a photo of any completed work and send it via email. (information regarding using a smartphone / iPhone to scan has been sent to all parents).
- Teachers should mark work and return to pupils in a timely manner so they are able to take account of any comments in future learning.

Keeping touch with pupils and parents:

- Via DB Primary
- Via Class Dojo
- Teachers to call all parents / pupils each week regarding welfare and engagement with learning. This is an opportunity to praise and reward the children's efforts, answer any queries and questions relating to the learning and promote expectations. The calls are also used to promote existing or future learning and to determine what work the pupils are enjoying. This feedback can then be used to help evolve the provision given.
- Any emails from parents are checked on a daily basis by the admin staff and sent on to the most appropriate member of staff. (admin /class teacher / SLT).
- Withheld numbers may be used as teachers can use their mobile phones from home. Contact details can be access from ScholarPack and staff must ensure that they log off and do not share information with any third party. Contact with parents should be recorded on the engagement sheet/year group tracking
- Contact should be polite and encouraging and staff should remember not to give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.

Attending virtual meetings with staff, parents and pupils

- Ensure that staff and pupils are suitably dressed as should anyone else in the household.
- Any computers used should be in appropriate areas – e.g. not in bedrooms
- Avoid areas with lots of background noise.
- Any 'live' lessons should be recorded to enable video to be reviewed if necessary.
- Any 'live' lessons should be kept to a reasonable length of time.
- Language should be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by The Orchard Primary School to communicate with pupils and parents.
- For safeguarding reasons, at least 2 members of staff must take part in any virtual meetings or lessons with pupils on Google Meet and a member of staff must be the last to leave the meeting

2.2 In the event of individual pupil self-isolation – Year Lead Responsibility

- Weekly home learning to be set via DB Primary or home learning packs given for pupils who are self-isolating.

- Work should be allocated as soon as possible once a child has been identified as self-isolating.
 - Daily lessons across the curriculum closely matched to the curriculum delivered in school
 - Work to be differentiated to meet the needs of each pupil.

2.3 Teaching assistants

When providing remote learning Teaching assistants must be available between 8.30am – 4pm. If they are unable to work for any reason during this time, for example due to illness, they should report this using normal absence reporting procedures. When in school during this time they will:

- support children with their learning in class,
- support with the production of learning packs (not during English, Phonics or Maths lessons)
- mark some work on DB primary.
- Keep track of the work being carried out on DB Primary and MyMaths to inform teachers when they are making phone calls.

2.4 Senior Leaders

The Senior Leadership Team are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – reviewing work set by teachers, monitoring engagement of pupils and communication between parents and teachers.
- Monitoring the security of remote learning systems including data protection and safeguarding considerations.
- Providing a forum for Year Leads to share good practice.

2.5 Designated Safeguarding Lead(s)

The DSL is responsible for maintaining contact, collating, passing on information and responding to any concerns. (Please see the Covid 19 amendments to the Safeguarding and Child Protection Policy)

2.6. IT

Our school technician is responsible for

- Creating emails
- Fixing issues with systems used to set and collect work
- Helping staff and parents with technical issues they may be experiencing
- Assisting pupils and parents with accessing the internet or devices for learning
- Reviewing the security of systems and flagging any data protection issues to the data protection officer.

2.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day although they may not be in form of a device for the entire time.
- Complete work to the deadline set by teachers
- Seek help if they need it, from parents, teachers or teaching assistants.
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is ill or is unable to complete work for any other good reason.

- Seek help from the school if the need it. Staff should clarify queries related to learning, refer parents to useful links for learning, speak to our technician or speak to a member of SLT if necessary.
- Be respectful when making concerns known to staff

2.8 Governors

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.

3. Who to contact

If staff have questions or concerns they should contact the following individual:

- Issues in setting work – talk to the relevant subject lead or your Year Lead
- Issues with behaviour – talk to your Year Lead or Assistant HT
- Issues with IT – talk to our technician (Mr Smith)
- Issues with their own workload or wellbeing – talk to a DHT
- Concerns about data protection – talk to the SBM or HT
- Concerns about safeguarding – talk to the DSL / Deputy DSL

All staff can be contacted via their school email address.

4. Data Protection

4.1 Accessing Personal Data

When accessing personal data for remote learning purposes teachers and teaching assistants:

- Have access to the school MIS – ScholarPack – to find contact details for children and families using a secure password. Do not share any details with third parties and ensure that ScholarPack is logged off after use.
- SLT have the ability to locate personal details when required through securely accessing ScholarPack. SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the preferred devices to be used when accessing any personal information on pupils.

4.2 Processing Personal Data

Staff members may need to collect and or share personal data such as email addresses or phone numbers as part of the remote learning system. Such collection of personal data applies to our official functions as a school and therefore does not require specific permissions for this to happen.

While this may be necessary, staff are reminded to collect and / or share as little personal data as possible online.

4.3 Keeping devices secure

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

- Keeping the device password protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters.

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device with family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

The Addendum to the Safeguarding and Child Protection Policy can be found on the school website.

6. Monitoring arrangements

This policy will be reviewed as and when government guidance changes or when changes in school procedures take place. It will be reviewed every 2 years if no other reviews have taken place in the meantime.

7. Links with other policies

This policy is linked to our

- Behaviour policy
- Safeguarding and Child Protection policy and the Addendum to this policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy