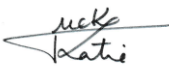




Alexandra Primary School

Remote Learning Policy

Governor Responsible	Curriculum Committee
Status	Statutory
Last reviewed	November 2020
Review Period	
Signed	

Contents

1. Aims.....	p2
2. Roles and responsibilities.....	p2
3. Who to contact.....	p2
4. Data Protection.....	p4
5. Safeguarding.....	p5
6. Links with other policies.....	p5
7. Approach to home learning.....	p6

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

When providing remote learning in the event of a school closure or partial closure, teachers must be available between 8am and 3.45pm. See appendix 1 for schedule.

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 providing remote learning, teachers are responsible for:

Setting work –

- Class, year group and any additional year group as required
- Children without internet access at home to be identified and provided with hard copies (weekly, to be collected at a designated time from the school office)
- Work to be differentiated and children with educational health care plans to receive work accessible at their level
- Work to be set each day, as set out in the timetable for school closure
- Work to be set weekly on Friday when the school is open
- School closure:
 - Maths video, a literacy video and a science/history/geography video to be made each day
 - Work to be sent to phase lead to check by 12pm each day and uploaded for the following day by 3.45pm on google classroom
 - Planning for home learning should be co-ordinated with the parallel teacher

Providing feedback on work -

- School closure - teachers to provide individual daily feedback by 3.45pm on google classroom
- School opening – teachers to provide individual weekly feedback by Friday 9am on google classroom and address common misconceptions with the whole class

Keeping in touch with pupils who are not in school and their parents -

- School closure: teachers to contact families fortnightly to check in and also to respond to those who have emailed queries to the admin address or parents of children who haven't handed in homework

- Take a daily register of children who have completed work and contact parents who haven't uploaded work each day by phone/email
- Share any complaints or concerns shared by parents and pupils or any safeguarding concerns, with SLT and phase leaders

Attending virtual meetings with staff, parents and pupils -

- Refer to the staff manual dress code expectations, these are the same as if you were in school
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background, no family members).

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.45pm

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:

- Attending virtual meetings with staff, parents and pupils
- Refer to the staff manual dress code expectations, these are the same as if you were in school
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Posting stories for children from their year groups to listen to
- Helping class teachers create resources/differentiate remote learning tasks for specific children
- Research other resources/apps for specific children
- Deliver small group/one to one reading sessions via google meet
- Posting individual assignments onto google classroom
- Daily calls to vulnerable/SEND children, if required
- Supporting vulnerable children who will attend school
- Accompanying home visits
- Helping to distribute food to vulnerable families.

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:

Monitoring the effectiveness of remote learning in their phase – through checking work set each day, contacting parents, regular meetings with teachers and subject leaders, monitoring children who have handed in their work.

2.5 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
- 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 and cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff.

2.6 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

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 phase lead or SENCO
- Issues with behaviour – talk to the phase lead/learning mentor/SENCO
- Issues with IT – log a ticket with Turn It On
- Issues with their own workload or wellbeing – talk to their phase lead/SLT
- Concerns about safeguarding – talk to the DSL or SLT

4. Data protection

4.1 Accessing personal data

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

- Only use a school phone to contact parents
- Contact children by responding to their work through google classroom
- Respond to emails from parents by asking the office to send from the admin address. Do not send emails from your personal email
- Use a school laptop to access google classroom and Integris rather than their own personal device.

4.2 Keeping devices secure

All staff members will 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 (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest update.

5. Safeguarding

The school will always follow the statutory safeguarding guidance 'Keeping Children Safe in Education' and if anyone has a concern about a child they should act on it immediately by contacting the DSL or a member of the SLT by email or phone.

In the event of individual, partial or whole school absence the safeguarding team will contact all families classed as vulnerable and signpost further support where needed.

Vulnerable families to receive 2 phone calls a week, 1 from SENCO/Learning mentor and 1 from class teacher.

Teaching staff will follow school standard reporting procedures for any safeguarding concerns including mental wellbeing and online bullying.

6. Links with other policies

This policy is linked to our:

- Behaviour and anti-bullying policy
- Child protection policy
- Staff code of conduct
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

7. Approach to home learning

Tier 1 – Remote Learning for homework

Homework at Alexandra Primary School is issued weekly via our online platform, Google classroom. Pupils are set homework on a Friday to be returned on Wednesday. The homework is carefully matched to our curriculum with the key function being to consolidate the classroom based learning. The tasks covered are maths, writing tasks, spelling and handwriting. Tasks are to be completed and uploaded on Google classroom. Spelling and handwriting is completed in a homework book. Children take home books to read that are matched to their reading level and a book of choice. During half term, children complete project based tasks about the History or Geography topic they will learn about the following term. Each week, children are set times tables to practice on Times Tables Rockstars.

We encourage parental support with remote learning but also understand that every family has time constraints so pupils spend time in class learning how to access the platform, complete the tasks and work as independently as possible.

In EYFS we are able to share both home and school learning through Tapestry. We post pictures and updates on children's learning through the week. We send home phonics practice sheets on a daily basis and on Fridays the children are given ideas to do to consolidate some of the learning done in the week e.g. looking for shapes, repeating patterns.

Our key aims for remote learning homework at Alexandra Primary School are:

- To echo the high-quality provision of our classroom teaching and the curriculum expectations
- To consolidate classroom learning and build confidence in pupil understanding

- To support parental engagement and offer a platform where families can access key teaching methods
- To encourage independence and prepare pupils for the next stage of their education
- Teachers will acknowledge homework with a comment and gaps in pupil understanding will be addressed through classroom teaching the following week
- A list has been collated of children who do not have access to the internet at home and a hard copy will be given to these children each week
- Work will be differentiated and children with AEN will be set work that is accessible.

Tier 2 – Remote Learning for individuals

In the event that a pupil cannot be in school and is well enough to access their learning from home, the day's teaching will be posted each morning starting Monday 9th November. School staff will monitor the work uploaded and give feedback once a week through google classroom.

Tier 3 – Remote Learning for partial closure

In the event that the school needs to close a class or year group that bubble will transfer to daily remote learning. The school will provide a daily timetable of work for pupils who are well enough to participate and where possible the work will be provided by their class teacher. The timetable will be of equivalent length to the school day and cover the same curriculum expectations. Daily work focuses on computer based tasks and where possible teachers will include video tutorials and live lessons.

EYFS is set home learning using Tapestry. We will post stories songs and rhymes linked to our topic each day and these will be read by the EYFS team. We will also teach short lessons that the children can follow on with at home. We will try to ensure that all learning can be done without needing any other resources other than those that can usually be found at home. We will encourage families to post pictures of their children learning and we will respond to this on a daily basis.

In the case of closure, we will also signpost families to the Read, Write Inc! portal where they will be able to view high quality phonics teaching each day.

School staff will monitor the work uploaded to the remote learning folders and give feedback where relevant. If children are not uploading the home learning, a phone call will be made the following day to make contact with the family.

A list has been collated of children who do not have access to the internet at home and a hard copy of the week's work will be available for families to collect each week at an allocated time slot.

Any parent enquiries or requests should come via the school email on: admin@alexprimary.haringey.sch.uk

Work will be differentiated and children with AEN will be set work that is accessible.

Tier 4 – Remote Learning for full closure

The school will endeavour to remain open to pupils wherever possible, however should a full closure be necessary we will offer remote education via google classroom. Pupils will receive a daily timetable of subject specific tasks. The timetable will be of equivalent length to the school day and cover the same curriculum.

Video lessons will be available to deliver new content for maths, literacy and a foundation subject. Where possible

these will be created by the class teacher. Teachers will check work daily and pupils will receive individual marking and feedback to provide daily contact with the teacher.

Pupils are able to respond to the feedback and will also be able to send messages through google classroom. Teachers will be time tabled an hour each day to communicate with parents to resolve any issues. Children who have not returned their work, will be contacted by the class teacher the following day.

Parents can contact the school on admin@alexprimary.haringey.sch.uk and support will be given to families having issues with the remote learning and the school safeguarding team will continue to deal with any child protection issues throughout.

A list has been collated of children who are unable to access the internet at home. If child is unable to access remote learning we will provide hard copies of the work or may be able to provide a device to access the work on, dependent on funding and demand.

Work will be differentiated and children with educational health care plans and additional needs will be set work that is accessible at their level.

Our key aims for remote learning in the event of full closure are:

- To create a seamless transition to home learning through a familiar digital platform
- To provide a curriculum offer of similar content and length to that in school and set high expectations for all pupils
- To offer remote learning that allows pupil to work independently with support from their class teacher
- To include teaching videos that deliver new content with high quality modelling from class teachers.

Appendix 1

Teacher schedule

8AM meeting- log on to google meets

8.15-12- Prepare videos for the next day

12-1 Lunch

1-2.00 Marking time and register completion

2.00 – 3.00 Communicate with parents

3.00- 3.45pm Upload Videos

Appendix 2

Year 2 - Year 5	Monday	Tuesday	Wednesday	Thursday	Friday
9-11am	English lesson Maths lesson	English lesson Maths lesson	English lesson Maths lesson	English lesson Maths lesson	English lesson Maths lesson
11-12pm	Drop ins with year teacher	Drop ins with year teacher	Drop ins with year teacher	Drop ins with year teacher	Drop ins with year teacher
12-1pm	Lunch-time Exercise	Lunch-time Exercise	Lunch-time Exercise	Lunch-time Exercise	Lunch-time Exercise
1-2.30pm	Science	Humanities	Art	Spanish (Y3-5) Spelling (Y2)	Humanities
2.30-3.30pm	Teacher reviews work	Teacher reviews work	Teacher reviews work	Teacher reviews work	Teacher reviews work