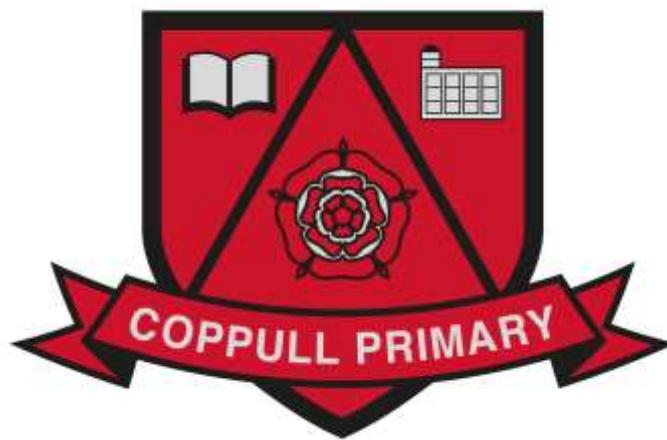


Coppull Primary School & Nursery



Aim High - Respect all - Enjoy Learning - Achieve

REMOTE LEARNING POLICY

SCHOOL VISION AND AIMS

We believe children who leave Coppull Primary should be well prepared for their future lives and hold happy memories of their time here. We focus on providing high quality teaching across all year groups to target accelerated progress for all pupils in order to raise attainment. We aim to provide life experiences through trips, visitors, clubs and competitions to enhance and support the work undertaken across the curriculum. We are committed to providing high quality support for children so that they come to school ready to learn.

Aims

In the event of school full or partial closure, this remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out the expectations for all members of our school community with regards to remote learning
- Provide appropriate guidelines for data protection

DFE expectations

Where a class, group or small number of pupils need to self-isolate, or there is a local/national lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
- Give access to high quality remote education resources
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.

- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

- Guidance Full Opening: Schools DFE, 28 August 2020

Latest government guidance outlining good practice in schools:

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Timescale

This policy will come into immediate effect in the event of:

1. A full lockdown involving the whole school
2. A partial lockdown involving either a whole bubble or part of a bubble
3. Individual children being affected

Roles and responsibilities

Headteacher/Deputy Headteacher

- Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Co-ordinate the remote learning approach across the school.
- Liaise with class Teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate.

Wellbeing Manager

- As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Child Protection/Safeguarding Policy 2019 and the Safeguarding Policy Addendum for School Lockdown 2020.

SENCO

- Liaise with teachers and teaching assistants to ensure that alternative work has been provided for SEND pupils where necessary.

Teachers/teaching assistants

- Ensure deadlines for producing remote learning are met for those affected by school closure.

- In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the DSL should be informed – refer to safeguarding section.
- Provide materials for those individuals who need to isolate.
- Delivering live or recorded lessons twice daily and setting learning assignments for children in their class/year group.
- Teachers will endeavour to set work in advance of the lesson (by the end of the previous working day).
- For lessons that are not taught live, teachers will set work for children to complete ensuring clear instructions and any necessary resources such as PowerPoint presentations are provided.
- Teaching assistants will appear where possible on live lessons and will be available to communicate with parents via Class Dojo throughout the day to offer help and support where needed.
- Work to cover a range of phonics/early reading in EYFS and for all other children, the full timetable of all subjects appropriate to the child's key stage will be delivered.
- Staff isolating at home without symptoms will continue to provide remote learning in the same way for children working at home. Staff ill with COVID symptoms will not be expected to provide work.

Parents/carers

- Ensure children attend online lessons at the allocated time and are engaged in their learning.
- Children should be dressed appropriately and lessons should take place in a suitable environment.
- Live lessons should not be recorded under any circumstances.
- Chat functions should only be used for educational purposes and content appropriate.
- No other apps should be downloaded onto the loaned device and it should not be used for any other purposes other than remote learning.
- Parents are responsible for monitoring their child's internet usage on the loaned device which should only be used to access educational websites and for research purposes.

Resources

The following resources are used across school:

- Class Dojo, Google Classroom, Google Meet, Zoom, Oxford Owl, Hamilton, Classroom Secrets, Twinkl, Purple Mash, BBC Bitesize, Oak Academy, TES, TT Rockstars, Phonics Bug, Phonics Play, Espresso, Plan Bee. This list is not exhaustive.

Home Learning Expectations

- Teachers to keep a daily register for children attending online lessons/completing online work.
- Children should fully engage with home learning and where the class teacher has not had any contact with a child or their parent, this needs to be logged on CPOMS as a safeguarding concern.
- Teachers to follow this up with a direct message to parents of absent children followed by a phone call. A stepped approach will then be taken with parents.
- Each teacher to produce a weekly timetable for parents uploaded to Class Dojo

- Work uploaded daily at the start of the day for children to be accessing outside of the daily live taught lessons.
- Two live lessons to be taught each day –one maths or English (alternated daily) and in the afternoon, one foundation subject. This focus will differ in EYFS. The live lessons will be different in Nursery.
- Communication to be maintained with parents at home via Class Dojo within working hours.
- House points to be given to children for completing online work-this should be consistent across school.
- Work should be set following the year group National Curriculum objectives (or differentiated appropriately for SEND/children working significantly below ARE).
- SEND children and those on an EHCP should work on their targets to ensure all the statutory provision is being met.
- Work should continue to follow the next steps in learning mapped out on long term plans in each subject (This may have to be adapted for remote learning).
- Work should replicate, where possible, work being done in school.
- TAs to support class teacher with creating work packs for those unable to use IT equipment and organising resources to support learning.
- Read 4 the stars should be completed as normal and participation evidence to be sent to teacher on Fridays.
- Spellings/phonics work to still be sent home to ensure children are up to date.

Key worker and vulnerable children in school expectations

- Children to come to school wearing school uniform but with track-suit bottoms/leggings and trainers.
- Work should replicate that being done by children working remotely.
- Children should be continuing with work following the next steps in learning mapped out on long term plans in each subject.
- TAs to support class teacher with creating work packs for those unable to use IT equipment and organising resources to support learning.
- Work to be completed in books as normal.
- Read 4 the Stars should be completed as normal.
- SEND children and those on an EHCP should work on their targets to ensure all the statutory provision is being met.

Example weekly home learning plan

Monday		Tuesday		Wednesday		Thursday		Friday	
Spelling Spelling test – please test last week’s words and send the score to Miss Dean on Class Dojo.		Spelling Practise weekly spellings. Prefix -dis PowerPoint activities on Purple Mash.		Spelling Practise weekly spellings. Prefix -dis activities on Purple Mash.		Spelling Practise weekly spellings. Prefix -dis activities on Class Dojo.		Read for the Stars Spelling Practise weekly spellings. Prefix -dis activities on Class Dojo.	
Music Zoom lesson 9.20am with Mr Richards (Miss Todhunter).		English See work set on Purple Mash.		English – group 1 Zoom lesson 9.15am (Miss Todhunter).	English – group 2 Zoom lesson 9.45am (Miss Todhunter).	English See work set on Class Dojo.		English – group 1 Zoom lesson 9.15am (Mrs Yates).	English – group 2 Zoom lesson 9.45am (Mrs Yates).
Maths See work set on Purple Mash.		Maths – Group 1 Zoom lesson 9.15am (Miss Todhunter).	Maths – Group 2 Zoom lesson 9.45am (Miss Todhunter).	Maths See work set on Purple Mash.		Maths – Group 1 Zoom lesson 9.15am (Mrs Yates).	Maths – Group 2 Zoom lesson 9.45am (Mrs Yates).	Maths Arithmetic test at home (set on Class Dojo) – please send scores to Mrs Arends on Class Dojo.	
Guided Reading Class One and The Winter Walk – Read Chapter 4. On Purple Mash.		Guided Reading Class One and The Winter Walk – Activities on Purple Mash.		Guided Reading Class One and The Winter Walk – Activities on Purple Mash.		Guided Reading Class One and The Winter Walk – Activities on Purple Mash.		Guided Reading GPS activity based on Chapter 4. See Class Dojo.	
English – group 1 Zoom lesson 1.30pm (Miss Todhunter).	English – group 2 Zoom lesson 2pm (Miss Todhunter).	PE Joe Wicks PE on You Tube. Choose a workout to complete.		RE Please see activity uploaded on Purple Mash. Zoom lesson 1.30pm Miss Todhunter		Science Zoom lesson 1.30pm (Mrs Yates).		Geography Zoom lesson 1.30pm (Mrs Yates).	
French Food Glorious Food – see activity on Purple Mash.		History Zoom lesson 2.30pm (Miss Todhunter).		PE BBC Super movers – Choose a session to complete. https://www.bbc.co.uk/teach/supermovers		Computing Programming – activities set on Purple Mash.		PSHE See work set	

Providing Feedback

- Teachers will acknowledge and provide feedback to all children’s submitted work within 24 hours via Class Dojo or Purple Mash.
- In mathematics, and where quizzes/tests have been set, children will be encouraged to self-mark using the answers provided. For younger children, parents and carers should be encouraged to support.
- Teachers may also use individual children’s work to provide whole class feedback via live/recorded lessons
- Teachers will award house-points for work submitted.

Providing remote learning for children with no access to online platforms

- Teachers and teaching assistants liaise with the Wellbeing Team in the first instance to check children’s eligibility for technical support via internet access/laptop provision.
- Teachers take registers twice daily and absent pupils are recorded and reported to the Wellbeing Team.
- Follow up phone calls and home visits will take place to identify barriers to attendance along with safeguarding checks.
- Printed work can be made available in exceptional circumstances which can be collected by the parent or be delivered by the Wellbeing Team.

Data protection

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

- Have read and agreed conditions of the Acceptable Use Policy.
- Contact details of pupils should not be downloaded on to own personal devices.

Processing personal data

Staff members may need to collect and/or share personal data such as personal contact numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. Personal emails of staff should never be used or shared with parents or pupils - dedicated year group admin email addresses must always be used.

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).
- 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 among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Safeguarding

Our safeguarding policy has been updated to reflect the current situation, an addendum entitled: Safeguarding Policy Addendum for School Lockdown 2020 has been included.

Monitoring arrangements

This policy will be reviewed at appropriate intervals in response to the pandemic by the Headteacher and Deputy Headteacher. At every review, it will be approved by the governing body.

Links with other policies

This policy should be read in conjunction with the following policies:

Child Protection/Safeguarding Policy and the Safeguarding Policy Addendum for School Lockdown 2020

Data Protection Policy Online Safety Policy

Acceptable Use Policy