



Barley Fields Primary School

Remote Education Policy 2022 - 23

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Prepared/Reviewed by:	Head Teacher
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There continues to be a risk of individual/localised/national outbreaks of coronavirus (COVID-19). This plan covers any disruption to schooling during the 2022 to 2023 academic year which may require individual isolation, bubble or full school closure as a result of national/ local restrictions requiring pupils to remain at home.

School will meet DfE guidance (<https://www.gov.uk/government/publications/remote-education-goodpractice/remote-education-good-practice>) and will maintain/in have the capacity to offer immediate remote education if needed.

Aim

Our remote education provision is differentiated to meet several potential remote learning circumstances such as:

- A child requiring to isolate
- A child ill with COVID but who is asymptomatic and well enough to complete remote learning
- A localised closure (bubble/class) due to increased positive COVID cases
- A full national school closure

In all areas of school provision we intend to provide good-quality, sequential teaching and learning via the Seesaw platform, so that children's knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject.

Remote learning procedures will be applied equally to those children who are working from home or who attend school as part of critical worker/vulnerable groups. School will seek updated information regarding critical worker status should a full closure be expected/implemented.

Vulnerable children and children with high levels of special educational need will be identified and offered the opportunity to continue to attend school by the HT/DHT.

Our curriculum will continue to cover a broad and balanced range of subjects. Our programme of remote learning will be of equivalent length to the core teaching pupils would receive in school and include regular contact with the class teacher. Tasks will provide both support and challenge as appropriate, to meet the needs of all children.

This remote learning policy for staff aims to:

- Ensure whole school consistency in the approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Ensure remote learning is based on interactive, teacher led approaches and that children are given regular and purposeful feedback
- Provide appropriate guidelines for data protection

2. Interactive Teaching Platform

The school will utilise an, interactive teaching platform – Seesaw for remote education provision. Children have individual log in and home access is enabled. This allows a single point of access for learning and allows teachers to add recorded lessons, upload and respond to learning. All children are familiar with this platform. Contact with children and the sharing of expectations will be achieved with twice daily TEAMS sessions with the class teacher.

3. Continuing a Planned Curriculum

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the classroom, for example music or technology. However, in these and other cases, video demonstrations (and there are many ready-to-

use examples linked to the curriculum available on platforms such as YouTube) can substitute well for practical work, particularly if accompanied by teacher explanation and commentary.

We will continue to deliver most of the planned curriculum.

4. Organisation

In the event of a **full school closure/bubble closure** we will offer school base provision for every vulnerable child and those in key worker groups if needed. This will be provided between the school working hours of 9.00am – 3.00pm.

The following procedure will be applied.

- HT/DHT will collate lists of key worker children and children in vulnerable groups who may require a school place. Children in vulnerable groups will be identified and invited to attend.
- Children who attend the Y3/4 support base class will be offered a sustained placement in school which will be supervised by the Teacher and TA as needed.
- Children will be able to access full or half day places 9.00 -12.00pm or 12.00-3.00pm.
- Parents will need to pre-book places a week in advance.
- DHT will collate attendance weekly via communication with parents via email and to staff in school.
- Teaching Assistants will primarily be responsible for the supervision of children in the key worker and vulnerable pupil groups during the school working day
- Teachers will responsible for the daily planning and provision of remote learning (working from home in the first instance)
- HT/DHT will be responsible for all Safeguarding. A member of SLT and trained DSL will be on site at all times.
- The school office will be supervised during the working day only by one member of staff 8.30- 3.30pm

5. Roles and responsibilities

Teachers

It is vital that all staff follow the guidance below explicitly in providing remote learning. Staff should not complete additional work or work extended hours in this period. It is vital that provision has parity across the school.

When providing remote learning, teachers must be available to provide responses to children between 8.30am and 4.30pm.

If a teacher is unable to work for any reason during this time, for example due to sickness, they should report this to the Head Teacher using the normal absence procedure.

In the case of staff illness – partner teachers will review and approve work as necessary. Parents will also be informed of the teacher absence by the SLT.

When providing remote learning, teachers are responsible for:

a) Setting work

In the event of whole school closure or the full closure of a class or bubble, the class teacher will be responsible for:

- Ensuring children have access to home learning packs which may contain – **access codes, reading records, CGP resources and exercise books – squared/lined books**
- Ensuring all children have access to all home learning codes for e learning platforms.
- Setting work daily following a subject timetable to the class via Seesaw to structure activities and expectations.
- Meeting children using the TEAMS platform at the start of each session – morning and afternoon to explain learning, set tasks and address misconceptions.
- Setting daily tasks/providing teaching resource materials in line with normal curriculum timetabling – e.g. Arithmetic, Reasoning, Reading, Writing or SPAG activities.
- Staff should plan and set learning in line with MTP grids in the wider curriculum areas e.g. blocked units of History/Geography/ Science etc. Where possible the tasks should be accompanied by audio instructions or video clips.
- Providing marking and feedback to all children in their class during the normal working day.
- Monitoring children’s engagement and report lack of engagement to the HT/DHT/Team Lead on a weekly basis
- Staff should identify and liaise with SLT regarding pupils who may not have access to IT. This may then be sent on loan to families.

In the event of a child with covid who is well, the class teacher will be responsible for:

- Uploading learning grids to the seesaw platform on the second day of absence and reviewing children’s uploaded learning daily.
- Providing feedback and support to the child through Seesaw
- Communicating with parents via email/Marvellous Me!

b) Keeping in touch with parents during school closure:

In the event of whole school closure or the full closure of a class or bubble, the class teacher will be responsible for:

- Distributing their school email address to parents for direct communication***.
- Making contact using Marvellous Me and email to alert them if children are not fully engaging in remote learning or deserve praise and reward for their efforts.
- Responding to any queries/concerns raised by parents and carers via email. Teachers should also ensure HT/DHT/Teams leads are aware of any complaints or issues as they arise.

*****Email correspondence - staff will respond within 24 hours during the working week and are not expected to reply after 6pm or at weekends.**

Parents to be made aware that if communication is urgent they should contact the school by telephone or to use the school email address.

c) Safeguarding

Staff should follow the guidance below to ensure safeguarding procedures are fully met.

- Only work from school issued lap-tops or iPads.
- Never use personal equipment to upload photographs, videos or activities and never share personal photographs or videos with the children.
- Only use Marvellous Me, school-based social media accounts or school - authorised e-mail accounts to communicate directly with parents or carers.

- Never add parents, carers or children to personal social media accounts or share links, photographs or videos with parents, carers or children from personal social media accounts.
- Think about the suitability of your environment and your personal presentation when uploading video messages to the children.
- Never upload video messages from private spaces such as bedrooms.
- Follow the agreed school offer for remote learning.
- Never upload feedback outside of the times outlined in the remote learning offer and do not deviate from what has been agreed to be uploaded.
- Do think carefully about the quality of your written and verbal feedback. Ensure that spellings are correct and that grammar and punctuation is accurate. Do ensure that you use Standard English.

d) Resources

All teaching staff will have:

- Laptop computer with remote access to the school network system.
- Personal iPad
- Access to a range of online learning platforms such as Seesaw, White Rose Maths, Literacy Shed, Epic, Phonics Play, Spelling Shed, Maths Shed, and Reading Plus to support/enhance curriculum delivery

Teachers should utilise resources available on a range of platforms

- The Oak National Academy. These can be sent as links directly to children and can be matched to current teaching objectives and subject coverage. <https://teachers.thenational.academy/>
- Teachers may also set work from BBC bite size <https://www.bbc.co.uk/bitesize/dailylessons>
- White Rose Maths – home learning <https://whiterosemaths.com/homelearning/>

Teaching Assistants

It is vital that all teaching assistant staff follow the guidance below explicitly in providing and supporting remote learning. Staff are not expected to complete additional work or work extended hours outside their contractual agreements but teaching assistants must be available to attend school for their normal working hours and work with flexibility if required. In the first instance teaching assistants will be responsible for the supervision and support offered to children in key worker and vulnerable groupings within their assigned key stages. This provision will be covered during school working hours 9.00am-3.00pm.

If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.

Teaching assistants will be responsible for:

- a) Supervision of children in key worker and vulnerable groupings who need to attend school during the closure period.
- b) Children will be expected to complete the remote learning set daily by class teachers whilst in school. Teaching Assistants should provide support and feedback as appropriate. Class Teacher's will maintain overall responsibility for planning, assessing and responding to this work but the duties may be delegated between staff as appropriate.
- c) Teaching assistants will be based in and will support children within their assigned key stage areas.
- d) Group ratio should be approximately 1:15 children. If numbers are higher than this then additional staffing by teachers will be arranged. If numbers are lower staff may be deployed to other key stages or may be required to attend work on a rota basis. Even if numbers are low children must remain within a key stage cohort but will not be combined across key stages.

- e) If teaching assistants are not required in school due to low numbers they will be expected to support class teachers in marking and feedback using the Seesaw Platform during the working day or they will be assigned tasks and activities by the HT/DHT/Key Stage Lead or class teacher.

Resources:

Teaching assistants will be allocated an iPad on school closure to assist with marking and feedback using the Seesaw Platform. This will be utilised if required to work in school or at home.

PPA

- PPA will continue as planned following the school timetable.
- Teachers will meet together via teams to complete normal PPA activities. Teachers should inform children and parents that a PPA session is taking place.
- PPA staff will be responsible for uploading and responding to learning for their allocated subject onto the Seesaw Platform. This should include teaching slides/resources and activities and must follow the planned curriculum objectives. PAA staff will respond to the work of children uploaded during the PPA sessions – this may need to be done retrospectively.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across their Key Stage
- Monitoring the effectiveness of remote learning –through regular meetings with teachers, reviewing work on SeeSaw.
- Supporting staff mental health and well-being and be proactive to reduce staff workload.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Leads (DSLs)

The DSLs within school are responsible for upholding the safeguarding policy.

One IT staff

One IT staff are responsible for:

- Ensuring staff have remote access to the school network system
- Fixing issues with systems/IT used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

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 or teaching assistants
- Alert teachers if they're not able to complete work via email

Staff can expect parents with children learning remotely to:

- Maintain communication with class teachers
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Governing body

The governing board is responsible for monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and 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 – Key Stage Lead
- Issues with lack of child engagement – Key Stage Lead / Deputy Head Teacher
- Issues with behaviour/inappropriate use of platforms Head Teacher
- Issues with IT – HT/One IT staff (Jordan Boden email jordan.boden@oneitss.org.uk)
- Issues with their own workload or wellbeing – Team Leader / Deputy Head Teacher / Head Teacher □
- Concerns about data protection – Head Teacher
- Concerns about safeguarding – talk to the DSL/DDSL

4. Data protection – school issues Accessing

Personal data

When accessing personal data for remote learning purposes, all staff members will only use school assigned IT equipment (iPad and laptop)

Staff members may need to collect and/or share personal data such as names and email addresses 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.

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 any use of a 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/screen lock if left inactive for a period of time
- Not sharing the device among family or friends
- Antivirus and anti-spyware software should be installed and active
- Keeping operating systems up to date – always install the latest updates in school on a home use laptop

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy

- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

7. Access to remote learning – children

Access to appropriate devices and connectivity is essential for our technology-led approach to remote education. As a school, we will try to secure access to IT for all pupils. In this we will:

- maintain an up-to-date record of pupils and families who do not have device or internet access
- consider how school technology resources could be used to support pupils without sufficient remote facilities. This includes preparing to provide iPads, laptops and chargers to identified families with loan agreements to help safeguard school property

Equipment Loan

Some children and families may not have access to devices that they can use at home. Staff should alert the HT/DHT if a child is experiencing difficulties. We have a number of iPads that we can loan for short periods.