



Thurston CE Primary Academy

Remote Learning Policy

Date approved by Governing Body: October 2020

Reviewed by: January 2022

This policy covers:

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3. How will we ensure teaching and learning continues as effectively as possible during the school closure?
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1. Aims

At Thurston CE Primary Academy our primary aim is the safety and well-being of our staff and children. In addition to this we recognise the need for continuity, routine and predictability for parents/carers and children. With this in mind we will continue to take all steps possible to keep school open, but have robust contingency plans should a class team / bubble or the school ever need to close.

This remote learning policy also aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

What's expected from remote teaching?

When teaching remotely, the DfE will expect us to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including some regular contact with teachers
- Set tasks so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with this work
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by the school or through curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using suitable tasks, and set a clear expectation on how regularly work will be checked

- Adjust pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

3. How will we ensure teaching and learning continues as effectively as possible during the school closure?

In the event of a full closure, of a team / bubble or whole school:

- Our aim is to keep our core purpose of teaching and learning continuing as effectively as possible.
- We will expect children to complete all work set.
- Families will need to have access to a Chromebook/laptop/PC and internet access (please contact us using the office email address as soon as possible if you require support with this - we have the capacity to provide Chromebooks for families who do not have a computer or internet connection)
- Children will be permitted to borrow books from the school and will be provided with exercise books to use as well. If they need additional resources, they will be asked to let the class teacher or office know.
- For classes using Google Classroom, the children will need to know their individual login details.

We would ask all parents and carers to take the time to familiarise themselves with the information below so that our whole community can support our children and ensure minimal disruption to their learning if we should be forced to close again for any reason.

4. Individual class plans for remote learning:

Early Years

In the event of a child having to self-isolate, the class teachers will send a list of suggested activities for a week at a time via the individual Tapestry journal. Communication with the class teachers will be through the class email or the child's individual Tapestry journal.

If the bubble closed, the class teachers will send a list of suggested activities for a week at a time via individual Tapestry journal. Communication with the class teacher will be through the class email or the child's individual Tapestry journal. Parents will be encouraged to share photos and final pieces of work to be displayed on the website. A welfare phone call will be made if pupil is not engaging.

Key Stage 1:

In the event of a child having to self-isolate, the class teacher will send a list of suggested activities for a week at a time via Google Classroom. Communication with the class teachers will be through the class email; a welfare phone call will be made if pupil is not engaging

If the team/bubble closed, the class teacher will send a list of suggested activities for a week at a time via the pupil's email address using Google Classroom. Communication with the

class teacher will be through face to face meetings or the class email; a welfare phone call will be made if pupil is not engaging.

Key Stage 2

In the event of a child having to self-isolate, the class teacher will send a list of suggested activities for a week at a time via Google Classroom. Communication with the class teachers will be through the class email; a welfare phone call will be made if pupil is not engaging.

If the team/bubble closed, the class teacher will send a list of suggested activities for a week at a time via the pupil's email address using Google Classroom. Communication with the class teacher will be through face to face meetings or the class email; a welfare phone call will be made if pupil is not engaging.

Most pupils will self-isolate for 10 days, so at least 2-3 weeks for each year group will be planned for. Planning will be made more manageable by focusing on adapting what we know already. Now we have experience with delivering remote education, have sent surveys out and spoken directly to staff, parents and pupils, we have a good understanding of what works well for our pupils and families.

5. Roles and responsibilities

5.1 Teachers

Teachers must be available remotely between 08.50 and 15.30 on their usual working day. 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 and an alternative teacher or HLTA will be asked to provide support for that class remotely. If the teacher is working in school on that day then they will not be expected to check work or answer comments on remote learning platforms during these times.

Teachers are responsible for:

➤ Setting work:

- Teachers will be expected to set work for the classes they normally teach and covering the subjects they normally teach.
- Teachers will be expected to pitch the lesson to meet the majority of learners with an extension activity if appropriate.
- These plans will follow the usual class topic (long-term plans can be found on the school website)
- All lessons will follow the sequence that would normally have taken place in school, wherever possible. Where this is not possible, teachers will adapt their planning to make time for that unit of work to be completed upon return to school.
- Teachers will also signpost to learning platforms such as, Mathletics, TTRockstars and Spellzone as well as other useful websites if parents and children wish additional work.

- Work should be set on the class webpage and/or Google Classroom. There is no expectation to set additional work on other platforms. If teachers do set additional work, then this will be signposted to parents.
- If families request a paper-based pack, then teachers should arrange for this to be printed and for parents to collect from the school office (by appointment only), or for the work to be posted home.
- Any requests for paper-based work must be sent through the school office email address admin@thurstonprimary.net and a member of the office will arrange delivery or collection.

➤ Providing feedback on work:

- Pupils can share their work with teachers by submitting it on Google Classroom or by taking a photograph and posting it on the Google Classroom stream (or saving in a folder) or to the class email address.
- Teachers are expected to provide regular feedback. Where applicable an area for improvement or additional challenge question may be given e.g. “next time remember to use inverted commas”.
- Teachers may re-set work for children if they feel they have not completed the work to the expected standard.
- Teachers do not have to comment on every single piece of work set as this could lead to excessive workloads of 30 x 5 comments (or more) per day!

➤ Keeping in touch with pupils and parents:

- If parents have any questions for teachers then they should be asked through the class email address, or by emailing admin@thurstonprimary.net
- Teachers should not be expected to answer emails outside of working hours.
- It may be pertinent to copy in another teacher working in the same social bubble, or a member of the SLT or SENDCO if the subject is relevant to them.
- Any complaints or concerns shared by parents and pupils must be shared with Mr Bayes (head teacher). If it is a concern regarding special educational needs this must be directed to Miss McGregor (SENDCO). For any safeguarding concerns, see the section below.
- Any children who fail to complete work set, or for those who we have had no contact with within a 2-week period, will be directed to Mr Bayes or Miss McGregor, who will contact home to discuss any issues and provide support where appropriate.
- Learning platforms are for education purposes only and are not used as a social media platform.

➤ Attending virtual meetings with staff, parents and pupils:

- Dress code will follow the usual expectations for normal school dress. Staff will follow the staff dress code; children and parents are expected to wear appropriate casual dress – not pjammers.
- Please consider the location of your laptop – ensure that there is nothing inappropriate on display in the background of your video
- Teachers are not expected to attend meetings online if it is not their usual working day, or if they have a responsibility on that day in school.

5.2 Teaching assistants

Teaching assistants must be available during their usual working hours. 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.

Teaching assistants are responsible for:

➤ Supporting pupils with learning remotely:

- Class teachers may ask teaching assistants to prepare activities or tasks for groups or individuals, which could include setting remote learning, or photocopying home learning paper-based tasks.
- Teaching assistants will be expected to support school-based learning and remote learning following reasonable request and guidance from teachers and SLT.
- HLTAs may cover the role of teachers and in this instance will be required to fulfil the teacher responsibilities outlined in this policy.
- Learning platforms are for education purposes only and are not used as a social media platform.

➤ Attending virtual meetings with teachers, parents and pupils:

- Teaching assistants may be invited to attend a meeting with a pupil or parent particularly if they usually work closely with that child or family on a day-to-day basis. Usually, it will be the class teacher who will attend and feedback to the teaching assistant.
- Dress code will follow the usual expectations for normal school dress. Staff will follow the staff dress code; children and parents are expected to wear appropriate casual dress.
- Please consider location of your laptop – ensure that there is nothing inappropriate on display in the background of your video
- Teaching assistants are not expected to attend meetings online if it is not their usual working day, or if they have a responsibility on that day in school

5.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads (including the SENDCO) are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Alerting teachers to resources they can use to teach their subject
- Preparing for wider re-opening and continuing to maintain their monitoring role and subject leader files.

5.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and/or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

5.5 Designated safeguarding lead

The DSL is responsible for:

- Ensuring the statutory responsibilities in the safeguarding policy are fulfilled, with particular attention to the addendum which relates to the change of procedure as a result of the Covid-19 pandemic.

5.6 Pupils and parents

Staff can expect pupils to:

- Be contactable during the required times – although we acknowledge that they will 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
- Not use learning platforms as a social media platform
- Behave online as they would in school.

Staff can expect parents to:

- Make the school aware if their child is ill or otherwise can't complete work
- Seek help from the school if they need it
- Support the school to ensure their child is behaving appropriately and able to continue to learn.

5.7 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
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons
- Ensuring the workload of senior leaders (including the head teacher) and teachers does not become unmanageable

6. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead, head teacher or SENDCO
- Issues with behaviour – talk to the relevant class teacher or head teacher
- Issues with IT – contact IT support (Richard Blott at William de Ferrers School)
- Issues with their own workload or wellbeing – talk to the head teacher
- Concerns about data protection – talk to the data protection officer (Justine Berkley at SBM)
- Concerns about safeguarding – talk to Mr. Bayes or if he is not available contact Mrs Pollard.

7. Data protection

7.1 Accessing personal data

When accessing personal data, all staff members will:

- Access and upload data and learning materials via the school's secure online learning platforms.
- Use a school laptop or iPad to access any individual data. Where they are using their own devices at home, they must abide by the Acceptable Use Policy, this policy and the Data Protection legislation. Staff must ensure that they log out of any learning platforms used on shared personal devices.

7.2 Sharing personal data

Staff members may need to collect and/or share personal data such as pupil email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

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

7.3 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

8. Safeguarding

Staff must continue to follow the Safeguarding Policy and pay particular attention to the addendum to the policy which outlines additional measures put into place as a result of Covid-19. These can both be found on the school website.

9. Online safety

As we are increasingly relying on technology to keep us all connected in the present climate, it is important that parents are aware of the apps and programs that their children are using. Online safety updates will continue to be provided and an online safety policy can be viewed, along with a remote learning policy as well as the policies listed in point 10.

10. Monitoring arrangements

This policy will be reviewed annually by the head teacher. At every review, it will be approved by staff and governing body (which will likely be done by email).

11. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

