

Barnfield Primary School

Remote Learning Plan



'Be the best you can be'
DREAM. BELIEVE. ACHIEVE.

Remote Learning Plan

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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
- › Ensure that, despite working from home, the Barnfield staff have high expectation of pupils' work and that the quality of pupils' work reflects their ability
- › Ensure that pupils continue to follow Barnfield's 3 rules of being **respectful, responsible** and **ready to learn** and that there are clear strategies for staff to follow in examples of these not being adhered to
- › 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, teachers must be available between 8:30-3:30pm.

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:

- › Planning -
 - Teams to work together – identified adults taking the lead with remote and face to face learning. Colleagues are expected, like normal to help one another.
 - Children to be taught the same objectives to ensure a consistent approach between face to face and remote learning. This will also ensure no group is held at a disadvantage.
 - Stick to your same curriculum coverage as much as possible BUT if your teaching is dependent on specific resources which cannot be accessed from home, speak to the subject leader about switching units. Inform Fi if this needs to happen.
 - Tasks to be differentiated according to needs of children. Scaffolding still provided – word banks, sentence starters, task planners etc.

- › Setting work -
 - CTs will meet with their class every morning to 'touch base' and set out the expectations for the day. 9am for KS 1 classes and 9.15am for KS 2 via google meets.
 - Class teachers will set work for the pupils in their class/year group by 9am. In the event of sickness, work will be sent out by parallel teacher. Pupils are expected to complete core subject work by 3pm every day. As part of a flexible approach, foundation work can be in by 8pm, although it is due for 3pm every

day. This allows for the differences of circumstance in different households that might affect work time.

- Class teachers are to manage the need for homework according to the needs of their year group. We are aware that pupils are spending many hours a day looking at screens.
- Google classroom will be the platform used across years 1 to 6.
- EYFS will continue to use tapestry.
- Teachers will share google docs, google slides, looms and google forms with their parallel teachers.
- Children will be sent: timetables of daily work; videos ("Looms") where teachers talk through the literacy/numeracy/phonics slides, with opportunities to pause the videos and practise; Google Docs, which they need to complete after watching the videos; For foundation subjects, children will be sent PDFs of lesson slides, with Google Docs to complete afterwards; Children will be sent daily Wellbeing Surveys (using Google Forms); Daily PE activities will be set; Stories will be read by CTs to classes, using Google Meets.

➤ Providing feedback on work –

- For Literacy and Numeracy, teachers will access submitted assignments and leave personalised comments on each pupil's work on the same day as the task is assigned. If work is handed in late, feedback can be provided the next day. There is no expectation to grade the work.
- For foundation lessons, teachers will leave generalised comments. There is no need to personalise these comments – they can be copy and pasted. Whilst it is important for all pupils' work to be acknowledged, we do not want this to add to an already heavy workload for staff. All foundation work to be marked by the end of the next working day.
- Feedback can be given by teaching assistants under the direction of class teachers. This is to spread the workload of staff.
- Feedback can be given in the form of a Mote voice note.

➤ Chasing pupils showing a lack of engagement with remote learning

- Day 1 of disengagement – teachers to send a text by 2.30pm if no work has been submitted / no engagement
- Day 2 of disengagement – teacher to call home by 11.30am if no work has still been submitted
- Day 2 of disengagement – teacher to contact SLT link if no work has been submitted by 3pm.
- SMS messages to parents regarding foundation subject work will be sent on Friday for the work missing that week
- All staff to log communication on Arbor

- Script for google classroom text messages:
Your child has not completed any online learning today. Please ensure your child completes their work by 5pm today. If you are having any problems please contact the teacher via google stream or the office.
- Script for work not up to the expected standard:
[INSERT NAME]'s work today wasn't a true reflection of their abilities. Were there any difficulties that we can support with? If so, do not hesitate to contact the office.
- Script for tapestry text messages:
Your child has not completed any online learning today. Please ensure your child completes their work by 5pm today. If you are having any problems please contact the teacher via Tapestry or the office.

➤ Differentiating work for pupils with additional needs

- For children with SEN who are not able to access the online learning, the provision will be based around the children's needs. This will be created in partnership between the family, the class teacher and the SENCO.
- For children with EAL that are not able to access the online learning, the EMAG team will provide adapted resources and virtual meetings. These will ensure that the children are able to access the content as well as achieve their personal language targets.

2.2 HLTAs and Additional teachers

HLTAs and additional teachers will provide support to targeted children in the morning. In the afternoons, they will carry out interventions for targeted children, using Google Meet. These will focus on learning specifically around the groups' needs and would replace one of the Foundation subjects for that day.

2.3 Teaching assistants

When assisting with remote learning, teaching assistants must be available if directed by their teachers during their normal working hours.

When assisting with remote learning, teaching assistants are responsible for:

- Marking work completed by children self-isolating, if directed by their class teacher

- Marking homework
- Providing support to remote learners either on the phone or on google meets
- Reading with key reader children via google meets.
- Making welfare calls to families if directed by teachers or SLT

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school –
 - SLT are members of each class across the school
 - SLT communicate any changes to the remote learning policy to staff via weekly staff briefings or by email
- Monitoring the effectiveness of remote learning –
 - SLT to hold weekly meetings with each phase to discuss the effectiveness of remote learning
 - Feedback from staff, pupils and parents to be regularly discussed in SLT meetings
 - Any changes to be made to Google Classroom will be communicated to staff
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
 - All pupil usernames are synced with the school's management system

Phase	Link person
EYFS	Lisa
KS 1	Fi (Lisa on Thurs & Fri)
Y3&4	Callum
Y5 & 6	Duncan

2.5 Designated safeguarding lead

The DSL is responsible for:

The DSL is responsible for addressing any Google Classroom concerns raised via CPOMS in line with the safeguarding policy.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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/ school business manager

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day
- › 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

Staff can expect parents with children learning remotely to:

- › 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

2.8 Governing board

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 any questions or concerns about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- › Issues in setting work – talk to parallel teacher/Fiona Williamson
- › Issues with behaviour – log on CPOMS
- › Issues with IT – talk to Fiona Williamson/Kartik Asher
- › Issues with their own workload or wellbeing – talk to SLT
- › Concerns about data protection – talk to the school business leader
- › Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- All staff will access pupil data through the school's management system
- All staff to log off of the management system when finished with

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)
- 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. If leaving a computer unattended for a period of time, use control – alt - delete to lock.
- 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

5. Safeguarding

Safeguarding information is detailed in the staff handbook

6. Monitoring arrangements

This policy will be reviewed annually by SLT. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Relationship policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Add any other related policies and procedures that the school has here.