

Remote Learning Policy

St Mary's CE Primary School



Approved by:

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REMOTE LEARNING POLICY

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

This policy adheres to the principles under data protection law and the Data Protection Act 1998. For further information, please review the school's data protection policy published on the school's website.

Use of Remote Learning

All pupils should attend school in line with our attendance policy. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but they have an infectious illness.

The Remote Curriculum

Should the school need to close partially, for example to a particular year group, or close fully, remote learning will be available to children at home via our website: <https://www.st-mary-ki.dudley.sch.uk> This learning will be available from the first full day of school closure. A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

At St Mary's CE Primary School, we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, some adaptations may need to be made in some subjects to ensure they are meaningful and appropriate for children whilst they are learning at home (for example, we may not remotely teach a planned DT topic due to the practical nature of the learning, especially if specialist materials are required for pupils to be successful). Across a week, core subjects of reading, writing and maths will be a focus, alongside at least one foundation subject. Wider enrichment activities will also be included throughout the week, such as 'Picture News' and 'Faith at Home'. Remote learning is set out for pupils on the school website with a home learning 'star' for each day for each year group to ensure that children (and parents/carers) are clear as to which learning is to be completed on which day. A daily timetable will also be provided for each year group as a useful guide to help children manage their time as they are learning throughout the day. We expect children to be learning for a minimum of 3 hours per day if they are in Key Stage One and 4 hours a day if they are in Key Stage Two. This will include both recorded teaching time and time for pupils to complete tasks independently. St Mary's CE Primary School will avoid the use of long-term projects or internet research activities as a basis for remote learning.

Teachers, who know the expectations for the year group, will set learning for pupils of equivalent length to the core teaching pupils would usually receive, giving clear directions and guidelines. Learning will be carefully sequenced for pupils, allowing them to build on previous learning carried out in school so that knowledge and skills continue to build incrementally. Where new content is to be taught, high quality resources will be used to illustrate teaching points.

Some examples of our remote teaching approaches include:

- Recorded teaching, e.g., a pre-recorded lesson (for example, White Rose Maths/Oak National Academy), video/audio recordings made by teachers
- Printed paper packs produced by teachers (e.g. worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching in specific subjects or areas, including video clips

The extent to which different methods of instruction are employed is likely to be determined by the length of a school closure and the ability of both pupils and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of the closure.

Accessing Remote Education and the use of Digital Platforms

School Website

To access learning on the school website, parents/carers and/or pupils should go to <https://www.st-mary-ki.dudley.sch.uk/> our 'Home Learning' page under the 'Children' tab. On this page, parents/carers and pupils will be able to select the 'star' for their year group to access year group specific learning.

Supplementary home learning activities can also be found on the 'Children's Activities' page under the 'Children' tab. Under the 'Children' tab, there also will be wider enrichment pages, such as 'Picture News' and 'Worship at Home' which children can access.

Purple Mash (Key Stage Two in the first instance)

Purple Mash is a digital platform, offering a comprehensive suite of online learning tools and content, designed to be used by Primary aged children in the classroom and at home. To find out more about Purple Mash, please go to <https://2simple.com/parents>.

Children can access Purple Mash using their secure RM Unify account via <https://stmarykidudley.com> Once children are on this page and have logged in using their personal username and email address, they may enter Purple Mash by clicking the Purple Mash tile.

One of the main ways some home learning will be set via Purple Mash is in the form of '2Dos'. These are activities and tasks which your child can access either via the notification bell or by clicking the red 2Do icon at the top of the screen. 2Dos can be set for a range of subjects and can have a 'due by' date (specified by the teacher) which children will be able to see in the 2Do menu. After the due by date has passed, children will not be able to complete or hand in their work if they haven't already done so. Parents/carers may contact their child's teacher if they feel they need an extension on the due date.

There are a variety of activity types in Purple Mash for children to complete. Many of them require children to create things like pictures, written work, posters or design games, etc. If these activities are set as 2Dos for children, when they start it, they can stop at any point and return to the 2Do menu

and complete another time using the 'continue work' button. Once children feel they have completed a '2Do' to the best of their ability, they can 'hand in'. When they do this, they are prompted to leave their teacher a comment as to how well they got on. If they wish, they can record a voice message for their teacher to listen to, by selecting the red circle. The teacher will ensure that appropriate feedback is given for completed 2Dos.

Microsoft Forms

Microsoft Forms is an application which allows the user to create shareable surveys, quizzes and polls. At St. Mary's Primary School, Microsoft Forms will be used primarily to create online quizzes to assess pupil knowledge and skills on a particular subject area. When pupils complete a quiz, they will be able to self-assess and see which questions they have answered correctly. Prompts can be set by the teacher for answers which are incorrect, meaning children can learn from their mistakes.

Teachers receive all quizzes submitted and can assess children's knowledge and skills. Teachers can use quiz answers to provide the next step of learning, whether this be an additional challenge to stretch thinking and learning, moving on to the next stage in the learning sequence or providing additional scaffolds or teaching to support a pupil's errors and/or misconceptions.

Overcoming barriers to digital access

Where families are struggling to access online learning, St Mary's CE Primary School will provide offline learning and resources, for example textbooks. Parents can request this learning via the class teacher or via the school office. Parents/carers will be asked to collect the learning pack for their child from the office once it has been prepared by the class teacher. Once this learning has been completed, children are to keep it safe and to hand at home as teachers will ask children about their tasks and answers to ensure that children are completing their learning correctly and to give appropriate feedback.

The school does have access to a limited number of DfE Chromebooks, to be issued to parents/carers in the event of a partial closure. Chromebooks will be issued as soon as possible to families identified by the school. If parents/carers feel that their child would benefit from the use of a school-issued Chromebook, they may contact the school by email (info@st-mary-ki.dudley.sch.uk) or by phone (01384 818295) to make enquiries.

Parents/carers may receive a phone call from the school in order to discuss the use of the Chromebook. Chromebook ownership has been transferred from the DfE to the school, i.e. schools own the Chromebooks they receive and loan them to parents of children and young people for the duration of the closure. Parents/carers who receive a Chromebook from the school in order for their child to complete remote learning activities will be asked to read and sign a school 'Chromebook Loan Agreement' and will be asked to return the Chromebook to the school at the end of the period of closure.

Assessment

Providing timely or helpful feedback is a cornerstone of good teaching and learning and whilst this may be more challenging with remote learning, teachers will endeavor to provide regular feedback to pupils on pieces of work which are submitted. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Teachers are encouraged to provide the most meaningful feedback for children.

Methods to provide feedback may include:

- Verbal feedback during a phone call home
- Written individual feedback via email
- Written individual feedback via a Purple Mash '2Do'
- Feedback via a quiz marked automatically via digital platforms
- Whole class feedback

Pupils will receive regular feedback about the learning they have submitted to teachers. This will be at least weekly and likely to be more often.

Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support pupils.

Teachers will ensure that work is differentiated as required for pupils with additional needs when setting remote learning and will ensure that children know where to find this work on the school's website. Additional explanations may be provided, dependent on the activity, to support pupils as they are learning at home.

Children with particular needs may receive a phone call from their class teacher where additional support can be offered. For younger children with identified additional needs, further practical activities may be suggested to support the child's development. The SEND Lead may also maintain regular contact with identified children on the SEND register, by email or phone with parents/pupils and feedback to teachers if required. This contact may be used to monitor educational progress, wellbeing of pupils and/or to discuss and/or monitor access to additional support or services pupils may need due to their specific need.

Engagement and Feedback

We expect children to engage positively in remote learning and try their best when completing set learning activities. This includes presentation of learning, including handwriting and spelling, as well as persevering with tasks and not being afraid to 'wrestle' with a question or problem posed. This may include children 'having a go' and coming back to a question or problem again if they need to.

We ask parents/carers and/or pupils to keep in regular contact with teachers and share with teachers completed learning. This can either be done via email, using either the teacher's St Mary's CE email address found on the year group home learning page or through the 'Purple Mash' platform when completing '2Dos'. Teachers will check their emails and Purple Mash daily. Whether learning is sent via email or via Purple Mash '2Dos', the teacher will provide feedback to the pupil. This may include providing further explanations to pupils to ensure pupils have gained the required knowledge and skills or asking a pupil further questions as part of the assessment process.

If children need to ask their teacher a question about the home learning set, they may do this via email, using the teacher's St Mary's CE email address. Teachers will reply as quickly as they can, certainly by the end of the school day.

Parents/carers are asked to support their children as best they can during a period of school closure. As children are expected to complete the remote learning set to the best of their ability, we ask parents/carers to ensure that there is a suitable daily routine in place. Parents/carers may wish to follow the suggested daily timetable found on the year group home learning page on the school website. It would be beneficial for children to have a dedicated space to work wherever possible at home with the correct resources to hand, such as pencil, ruler, coloured crayons, paper (blank learning logs can be collected from school for children to record their work if necessary).

Some children, especially older pupils, may be able to navigate the school website and year group home learning pages independently and this should be encouraged. Others, especially younger children will need the support of parents/carers to help them understand the learning activities they are to complete for the day. There may be times during the day where your child may need support to complete learning activities. Parents/carers are asked to provide this support as best they can. If either parents/carers and/or children are finding an aspect of home learning difficult or need a question answering they may get in touch with the class teacher via email. The class teacher will provide support and additional teaching where necessary either via email or via a phone call home.

As well as providing support to children during remote learning, it is also important that parents/carers continue to help children build their resilience and independence. Parents/carers are encouraged to let children 'have a go' at activities and problems. Making mistakes, finding out some answers are incorrect or 'wrestling with a question' are all important parts of the learning process.

Pupil engagement will be monitored, including through phone calls home, through emails to and from the class teacher and by the completion of Purple Mash 2Dos. This will be monitored on a weekly basis. If engagement with remote learning becomes a concern, the school will contact parents/carers via phone to share concerns and to discuss with the family ways in which engagement can be increased to benefit the child's education and wellbeing.

Specialist Instrumental Lessons

Those children who usually receive an individual string, woodwind or brass lesson in school with a Dudley Performing Arts teacher will not be able to receive their lesson face to face if their year group is required to close or in the event of whole school closure. In this instance, the school will liaise with Dudley Performing Arts and parents/carers to possibly continue lessons online via Microsoft Teams.

Safeguarding

Safeguarding responsibilities will continue in line with our Child Protection Policy and our Child Protection Policy addendum. These policies can be found on our website.

Online safety remains a high priority and especially so if there is a need to deliver a programme of remote teaching and learning. Our online safety policy continues to stand throughout any partial or whole school closure and staff will remain vigilant to any online safeguarding issues. Parents and carers are encouraged to consider their current filtering and monitoring arrangements at home.

Further information regarding online safety, including useful websites for parents and carers can be found on the school website.

If any pupils or parents/carers have any online safety concerns during any period of remote education, they should either inform the class teacher via email or contact the school office by email or phone. These concerns will be passed to a Designated Safeguarding Lead and further action will be taken, appropriate to each concern.

Pastoral Care During School Closure

In the event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents/carers. However, teachers will 'check in' regularly with children/parents to monitor both the academic progress and general wellbeing of pupils. This 'checking in' may be through email or through a phone call home. Teachers are expected to pass on feedback to the Senior Leadership Team, particularly if there are concerns or a lack of communication.

For children and families who may be classed as vulnerable, the SEND Lead and/or a Designated Safeguarding Lead may also make phone calls home to monitor the emotional health and wellbeing of pupils (in addition to communication from the class teacher).

Remote Learning for Individual Cases

Should individual children be required to self-isolate for a period of time, the parent/carer will be asked if they would like to collect a home learning pack for their child from the school. If, because of self-isolation, a parent has difficulties in collecting or organising collection of the home learning pack, school will endeavor to hand deliver or post the pack. The pack provided will be of equivalent length to the core teaching pupils would usually receive in school. If parents/carers and/or children wish to contact their class teacher, they may do so via the school office email (info@st-mary-ki.dudley.sch.uk). The class teacher will endeavor to reply before the end of the next working day (please note that teachers are highly unlikely to be able to email during the day as they are teaching). As children complete their learning at home, we ask parents/carers to keep this learning safe and bring it back to school following the self-isolation period for the teacher to use as part of their assessment and feedback process.

Roles and Responsibilities

The 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

Senior Leadership Team

The Headteacher, has overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

The SLT are responsible for:

- Co-ordinating the remote learning approach across the school

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Work with teachers to make sure that all work set is appropriate and consistent
- Monitoring the remote work set by teachers and the effectiveness of remote learning
- Alerting teachers to resources they can use to teach subjects remotely
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Distributing school-owned laptops accompanied with a 'Laptop Loan Agreement'

Teachers/Teaching Assistants

When providing remote learning, teachers must be available between 8:45 a.m. – 3:15 p.m. If they are 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 procedures for the school.

If staff are to attend virtual meetings with colleagues, parents or pupils they must dress appropriately, following guidance in the school's Staff Code of Conduct. Staff should avoid wherever possible lots of background noise and should blur their background when in the meeting.

Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day, although the school does not expect children to be in front of a device for the whole day
- Complete work set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work set
- Act in accordance with usual behaviour rules and expectations of the school when working online

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their child's learning and to establish a routine that reflects the normal school day as far as reasonably possible
- 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 and concerns or queries known to staff

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use Integris, a secure, password-protected MIS system. Wherever possible, staff will do this on a protected school device, rather than a personal device.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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 character (e.g. asterisk or currency symbol).
- Making sure the device locks if left interactive 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 installing the latest updates.

Monitoring Arrangements

This policy will be reviewed annually by the Assistant Headteacher. At every review, it will be approved by the Governing Body.

Links with other policies

This policy is linked to our:

- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Data Protection and Privacy Notices
- ICT Acceptable Use Agreements
- Online Safety Policy