



Naunton Park Primary School

Remote Learning Policy

Last review date: January 2021
Next review date: September 2021

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 and safeguarding

Government Expectations of School's Remote Learning

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local or national lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Where a class, group or small number of pupils need to self-isolate, or there is a local or national lockdown requiring pupils to remain at home, it is expected that schools have the capacity to offer immediate remote education.
- Guidance published in January 2021, states that for a national lockdown, remote education should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
- Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in DFE guidance.
- January 2021 national lockdown guidance states that schools are expected to:
 - 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 so that pupils can progress through the school's curriculum
 - Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
 - Overcome barriers to digital access for pupils by: distributing school-owned laptops accompanied by a user agreement or contract or providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Graduated Approach

We have agreed a graduated approach to remote learning, as is shown below:

Tier 1, 2, 3: The default position for areas in national government intervention is that education and childcare settings will remain open.		
Level 1	Child or small group of children absent from school due to self-isolation	Families will be directed to Oak National Academy. Parents access The Oak National Academy; once in the schedule area, clicked on the appropriate year group to access the schedule for their child.

		Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage. A teacher may send additional work for a child to complete via Teams, if deemed appropriate to do so.
Level 2	Class or year group bubble is absent due to self-isolation due to teacher being unwell with COVID.	Families will be directed to Oak National Academy (see above).
Level 3	Class or year group bubble is absent due to self-isolation due to a pupil testing positive with COVID (teacher still healthy and able to work).	Teacher will provide remote learning opportunities to the class via Microsoft Education (our digital learning platform).
Tier 4 All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.		
Level 4	Large numbers of children not able to attend school due to local or national lockdown situation.	All teachers will provide remote learning opportunities to the class via Microsoft Education (our digital learning platform).

If the child is ill with Covid19 there is no expectation to complete or return work, the parent will have informed admin that their child is ill. If the child is in isolation or quarantining than they will need to complete and submit all work set. This includes all recommended work from The Oak National Academy and additional work set by the school. It is expected that the child will be back from Day 15 unless they are very poorly with Covid19.

Roles and responsibilities

Teachers

When providing Level 3 or Level 4 of the remote learning strategy, teachers must be available between 9.00am and 3.00pm. This policy recognises that, in a forced lockdown situation, a teacher may also be required in school on a rota basis to teach vulnerable children or children of critical workers. This availability statement only applies on the days they normally work and are not required in school. A rota will depend on the number of children who require in-school provision, likely to be based on 50% teaching hours in school face-to-face with children and 50% working from home, supporting remote education across, for example, a 14-day period. This is based on teachers across a year group working as pairs on each 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.

When providing Level 3 or Level 4 of the remote learning strategy, teachers are responsible for:

➤ Live sessions

- Teachers will deliver live sessions for children to participate in at the start of each morning and afternoon as follows:
 - EYFS/KS1/KS2 – 9.00am = session 1
 - EFYS/KS1 – 12.50pm = session 2
 - KS2 – 1.45pm = session 2
- Live sessions will be:
 - Delivered through Microsoft Teams as a “Meeting” within the year group.
 - Attended by both teachers (ensuring safeguarding practices are met and to share workload).
 - Lead by one teacher with input from the other teacher.
 - The ‘other’ teacher (who is not leading the session) will monitor “hands up” from children and ensure all children are on mute etc in Teams.
 - Shared so that teachers alternate their roles each day.
 - 30 minutes in length as a minimum.
 - An opportunity to “check in” with the children, explain the tasks set for that morning/afternoon and to give any feedback from the tasks already completed.
- The lead teacher for a live session will return to class (in school) to continue teaching vulnerable and critical worker children once the live session is over.
- The supporting teacher will then support children who are learning from home once the live session has finished and will plan the next day’s live sessions (ready to deliver the next day) and assignments.
- Live sessions must not be recorded (by teachers or children/parents).
- Daily live sessions will be based around the timetable below:

	EYFS/KS1	KS2
9.00-9.30am	Check in, explain the tasks set for the morning, explain new concepts, feedback from tasks completed. Phonics input for Rec/Y1	Check in, explain the tasks set for the morning, explain new concepts, feedback from tasks completed.
Morning session	KS1 – tasks uploaded to TEAMS to include English and Maths. Tasks should total 2 hours work for the child. EYFS – as above but in line with Development Matters.	Tasks uploaded to TEAMS to include English and Maths. Tasks should total 2 hours work for the child.
12.50 – 1.20pm	Check in and story time.	
1.45-2.15pm		Check in, explain the tasks set for the afternoon, feedback from tasks completed.
Afternoon session		Tasks uploaded to TEAMS. This should total 1 hours work for the child.
Total hours of remote learning	3 hours (including 1 hour ‘live’).	4 hours (including 1 hour ‘live’).

- “Friendly Fridays” (live sessions with the Headteacher and Deputy Headteacher) will take place for all children each Friday. These sessions will include a range of activities, including (for example) a story or game. These will be delivered to 1 or 2 year groups at a time.
- Additional laptops will be provided to teachers/Teaching Partners to enable everyone to access live sessions as required.

› Setting work

- In addition to the live sessions each morning/afternoon, children will be set “assignments” in Teams to complete. This will allow the children to access the task and any accompanying resources (which might include a PowerPoint with recorded information, recordings from you e.g. explanation of a concept, chapter of your class book, word documents to read, pictures, links to Oak National Academy or other sites). This will also mean that children who are not able to ‘attend’ the live sessions are not disadvantaged.
- Teachers are responsible for setting assignments for their class or year group, depending on the planning and agreement with their year group colleague. Live sessions and assignments will be uploaded/delivered in each year group Team during any local or national lockdown or if a year group bubble is isolating.
- Teachers should set enough assignments per day, and of appropriate length, to ensure a spread of National Curriculum subjects throughout the week and to meet government guidance as follows:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
- Teachers should make it clear in an assignment’s instructions about where work should be submitted (if applicable). This will probably be using Microsoft Teams, which each pupil can access and submit work via the “Assignments” tab.
- Assignments should ensure that children have at least 3 days to complete each, but more if necessary depending on the assignment set. The deadline of each assignment must be made clear to the pupil. Likewise, if a piece of work is not required to be submitted, this too should be made clear in the assignment’s instructions.
- All assignments should be set so that they can be completed either by using an electronic device or by hand. With all teachers adhering to this policy, assignments should be consistent across classes and year groups.
- Two recorded assemblies will be uploaded onto Teams each week. The Headteacher and Deputy Headteacher are responsible for uploading each assembly onto Microsoft Teams for children to watch at home.
- If a child does not have access to an electronic device (see more information in the section referring to parent/child responsibilities) then teachers (if a device cannot be made available) should create a paper learning pack for a parent to collect from school. This pack of work will not be each assignment from Teams, but will be a variety of tasks and activities to support the child’s learning for 1-2 weeks. Subsequent packs will be made available as required. Learning packs will not be marked to reduce movement and transmission between home and school.

› Providing feedback on work

- By requesting work to be submitted using Microsoft Teams, teachers can view completed work using the software. Alternatively, teachers may receive work via email if they have requested this submission method in the assignment’s instructions.
- There is no expectation for teachers to provide any written individual feedback. Feedback will be given verbally to address errors and celebrate achievement as part of the daily live session.
- Teachers should be aware that some children may submit work after school hours.
- Teachers should be aware that some work may be submitted after a deadline due to family circumstances, for example device access issues.

› Keeping in touch with pupils who aren’t in school and their parents

- For Levels 3 and 4 of the Graduated Approach, teachers should keep in touch with a pupil at home through daily live sessions and by setting assignments. If work is not submitted for 3 days or a child has not attended daily live sessions once in 3 days, the teacher should, in the first instance phone or email the child/parent to see whether additional help is required and to check in with the family. If the teacher is working from home, this should be done via the school office staff.
- As previously specified, if a teacher is well and able, they should be active from 9am to 3pm on each of their working days (if not working in school). They should respond to emails or return phone calls only during these hours. Teachers should aim to respond to an email within 24 hours where possible.
- All safeguarding concerns must be recorded on CPOMS, which will be read and actioned by the Designated Safeguarding Lead. For urgent safeguarding concerns, teachers should alert the

DSL and request that they read CPOMS urgently. For all other concerns, teachers should respond directly where possible to rectify the issue. If further support is required, they should forward any email query to a member of SLT who will then advise as to the next step that should be taken.

- While we encourage children to learn remotely during self-isolation, the school acknowledges that not all children have access to the electronic devices, may require more support, may not feel well enough to work or may lack self-motivation. Teachers will therefore not give any consequence of incomplete work or missed deadlines. Instead, teachers should contact the parent(s) of the child via email or phone call if a child has not attended a daily live session for 3 days or if there has been no work submitted in 3 days. If a parent requests support for behaviour at home, teachers should respond to a parents' communication (where possible) within 24 hours and provide strategy suggestions to support parents.
- Attending virtual meetings, including live sessions, with staff, parents and pupils
 - When a child is part of a live session, an adult should be available to support the children with the technical aspects of Teams (e.g. muting or raising a hand).
 - Staff, pupils and parents must ensure that they are dressed appropriately for any virtual meeting (including live sessions).
 - Staff, pupils and parents should avoid attending virtual meetings (including live sessions) in areas with background noise and must ensure that there is nothing inappropriate in the background. Everyone in a house, or in a classroom, where the session is live/being recorded, must be aware of the meeting.
 - Pupils must be on mute at the start of the meeting and remain on mute unless requested to speak by the teacher.
 - Everyone participating in a live session must behave with respect and children should behave in accordance with the school's Relationships and Behaviour Policy.
- Log any safeguarding concerns on CPOMS.

Teaching Partners

Teaching Partners will work their contractual hours, either by assisting with remote learning (supporting the class teacher or providing 1:1 sessions with pupils) or supporting learning in school (for vulnerable and key worker children in a lockdown situation). This may be on a rota basis or full time at home/in school as required (see below).

In a full lockdown (local or national) situation, Teaching Partners will:

- Be in school for their full contractual hours.
- Support vulnerable and key worker children in the classroom, often alongside the class teacher.
- Enable vulnerable and key worker children the opportunity to watch live sessions in the classroom and support children with Teams assignments.
- Not be expected, in this situation, to be supporting remote learning, including providing additional support for children with SEND who are at home.
- Be work from home, supporting the class teacher or individual children if asked to shield.

If isolating, shielding or being asked to work from home, Teaching Partners will:

- Be expected to work, from home, their contractual hours and be contactable during these times.
- Support pupils who aren't in school with learning remotely supported by Katie Turner, SENDCo.
- Attend virtual meetings with teachers, parents and pupils as required. These must be attended in a quiet place in the house, without background noise, and appropriate clothing must be worn. Everyone in the house must be aware that a meeting is taking place.
- Log any safeguarding concerns on CPOMS.

Subject leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- › Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- › Being aware of coverage in their subject area across all year groups.
- › Alerting teachers to resources they can use to teach their subject remotely.
- › Keeping up to date with curriculum changes or guidance.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school .
- › Monitoring the effectiveness of remote learning.
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- › Supporting teachers if they request it re: parent/child communications, learning concerns etc.
- › Provide appropriate CPD to enable all staff to confidently access and use Microsoft Education.
- › Communicating any changes to national or local guidance and changes to the Remote Learning Policy with parents and staff.

Designated safeguarding lead

The DSL is responsible for:

- › All pupils for safeguarding and child protection.
- › Support staff, governors and visitors on child welfare and child protection matters.
- › Report to the local authority and work with other agencies in line with Working Together to Safeguard Children.
- › Liaise with the headteacher (if not the DSL) to inform him/her of issues.

(see Appendix B of the Child Protection Policy 2020 for full job description)

Pupils and parents

Staff can expect pupils who are learning remotely to:

- › Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- › Ensure children attend daily live sessions and Friendly Friday sessions and do so with respect, in a quiet area without background noise and only when appropriately dressed. They should remain on mute unless asked to “unmute” and have an adult available for support should it be needed. Everyone in the house must be aware that the child is attending a live session.
- › Complete work to the deadline set by teachers.
- › Be aware that work submitted may not receive individual written feedback.
- › Seek help if they need it by emailing remoteteaching@nauntonpark.gloucs.sch.uk with any work-related issues or teams@nauntonpark.gloucs.sch.uk with any technical issues.
- › Alert teachers if they’re not able to complete work by commenting on the relevant assignment in Teams or emailing remoteteaching@nauntonpark.gloucs.sch.uk.
- › Use Microsoft Teams in line with the school’s eSafety and Acceptable Use Policy.
- › Ensure that comments or responses about work are only submitted in a way agreed or requested by the teacher, not (for example) using the Teams’ “Chat” forum.
- › Ensure that a live session is not recorded.

Staff can expect parents with children learning remotely to:

- › Be available during live sessions to support their child with the technical aspects of Teams (e.g. mute/unmute, hands up/down, conversation etc.)
- › Make the school aware if their child is sick or otherwise can’t complete work.

- Seek help from the school if they need it by emailing the relevant staff member(s) as communicated in the Remote Learning letter sent out to parents at the start of the isolation or lockdown period (e.g. using [remotelearning@](mailto:remotelearning@nauntonpark.gloucs.sch.uk) or teams@nauntonpark.gloucs.sch.uk).
- Be respectful when making any complaints or concerns known to staff.
- Be respectful about teachers' work/life balance and be considerate with how and when contact is made with teachers.
- Ensure that a live session is not recorded.

Governing Body

The governing body 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.

Who to contact

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

- Issues in setting work – email remotelearning@nauntonpark.gloucs.sch.uk so that your query can be directed to the appropriate member of staff.
- Issues with IT – email teams@nauntonpark.gloucs.sch.uk so that your query can be directed to the appropriate member of staff.
- Issues with their own workload or wellbeing – talk to their line manager/HT
- Concerns about data protection – talk to HT/DHT/SBM
- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

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

- Set work on a personal device only if logging into their school Office 365 email account or Microsoft Teams. Pupils' personal data must not be held on a personal device. Work can be saved to a work computer, personal device, One Drive or the "teachers' server" in school.
- Communicate with parents and/or pupils through Microsoft Teams or a Naunton Park work email address. If a phone call is required, the staff member should only phone (or accept a call) using the school's phone line. Mobile phones should not be used to contact a parent or child unless agreed by the Headteacher. Pupils should not be emailed directly; instead, their parents should be emailed. Likewise, pupils should not email teachers directly but ask their parents to do so and send queries to remotelearning@nauntonpark.gloucs.sch.uk.
- Staff are aware that they can change their screen background for any recording or live meeting and have the choice to do this when working from home.
- Staff, parents and pupils should be aware of what is in the background during any live or recorded meeting.
- Ensure that live sessions are not recorded.

Processing personal data

Staff members may need to collect and/or share personal data 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.

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 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

Each member of staff has received and read a copy of the current Child Protection Policy (and COVID appendix), as well as list KCSiE, Working Together, ESafety and Acceptable Use, and Safer Working Practice policies. All staff members and parents have also received copies of the school's Relationships and Behaviour Policy.