


RISE PARK PRIMARY AND NURSERY SCHOOL



Remote Learning Policy

January 2021

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
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Rise Park Primary and Nursery School Remote and Blended Learning Policy
September 2020 Updated November 2020 and January 2020

Intent

Rationale in the event of a school or bubble closure:

The school is committed to providing continuity of education to its learners and will do so through a process of remote learning. Extensive remote learning would apply particularly in a situation in which the school or a year group bubble is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not apply to individual absences or shorter-term pupil absence. Remote learning for individual longer absences (providing the pupil is well enough to work from home) will take the form of a pack of work, collated by the class teacher and sent to the pupil by the office staff.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough.
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste.
- Have had access to a test and this has returned a positive result for Covid-19
- Anyone who is having to self-isolate due to close contact with someone who has tested positive for Covid-19.

Terms

- Remote learning refers to when a bubble closes and all staff and children from that bubble are teaching and learning online from home.
- Blended learning refers to when a child is self-isolating or at home due but their bubble is not closed.

Implementation

Roles and responsibilities

Teachers:

When providing remote learning, teachers must be available throughout their normal working hours. 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 procedure.

When providing remote learning, teachers are responsible for:

- Providing work for the children to complete each day on Showbie.
- Differentiating the work as needed e.g. for SEN children, to ensure that all children can access the learning and are challenged.
- Marking and giving feedback on all pieces of work that are completed on Showbie.
- Following up any children who are not completing the learning by writing messages to remind them and then phoning parents if the children still do not engage. Filling this in on the communication log.

- Filling in the work tracker.
- Working together as a year group to ensure that there is consistency.
- Providing at least one piece of English, one piece of Maths and one Foundation subject or Science a day. In EYFS and KS1, providing phonics and in KS2, providing reading.
- Filming or pre-recording the teaching of phonics, English and Maths and uploading these videos to Showbie each day.
- Supporting children with their learning by uploading videos and voice notes or explaining the work in further detail as needed.
- Following their long-term curriculum plan to ensure that children are still provided with a broad and balanced curriculum, but adapting it where necessary.
- Giving any TAs attached to your year group jobs to do e.g. preparation for return to school; marking and feedback on Showbie and ringing parents.
- Passing on any safeguarding concerns to the relevant parties and recording this on MyConcern.
- Attending virtual meetings as necessary.

TAs:

When assisting with remote learning, TAs must be available throughout their normal working hours. 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 procedure.

When assisting with remote learning, TAs are responsible for:

- Supporting the teacher with marking and feedback on Showbie and filling in the work tracker when marking Showbie.
- Ringing parents. This might be weekly or those who are not engaging with home learning, depending on the amount of time remote learning lasts. Filling in the communication log.
- Preparing for return to school. This could be display work, preparing resources etc.
- Running their morning intervention (where applicable) over Showbie. Ensuring that these children are engaged and tracking this. Tackling disengagement as necessary.
- Passing on any safeguarding concerns to the relevant parties and recording this on MyConcern.
- Attending virtual meetings as necessary.

Subject leads:

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering how their subject could be adapted to accommodate remote learning.
- Alerting teachers to resources that they can use to teach their subject remotely.
- Exploring what will be needed in the 'catch-up curriculum' when the children return to school to ensure that knowledge and skills are not missed.
- Phase leaders – gathering and monitoring data such as phone call logs from their phases and ensuring that SLT are aware of any problems within their phase. Completing a weekly welfare check and passing on any concerns to SLT.

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring and adapting the effectiveness of remote learning. This includes monitoring the engagement of children, meetings with teachers and TA, phoning parents, feedback from teachers, TAs, parents and pupils and parental surveys.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Attending virtual meetings as necessary.

SENCO is responsible for:

- Leading on liaison with SEND pupils at home and their families.

- Ensuring completion of necessary SEND paperwork and applications.

Designated safeguarding leads are responsible for:

- See safeguarding policy.

IT staff are responsible for:

- Fixing issues with systems used to collect and set work.
- Ensuring that everyone has remote access to the server and fixing any issues with this.

Pupils and parents are responsible for:

- Completing most of the work to the best of their ability each day.
- Reading every day.
- Practicing their times tables on Times Tables Rockstars.
- Asking for help if they are struggling with the work or a connectivity issue.
- Making the school aware if their child is sick and so unable to complete their learning.
- Being respectful online and when making any complaints.

The Governing Body are 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.

Responsibilities for blended learning:

- The teacher and TA are responsible for adding work to Showbie when a child is self-isolating or at home due to siblings self-isolating. This should be matched to what is happening in class where possible.
- The teacher is not expected to feedback on the work or support the child on Showbie.

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals. Please see Appendix A for what to do when a child is not uploading any work.

- Issues in setting work – speak to the relevant phase leader, subject leader, SENCO or member of SLT
- Issues with behaviour – speak to the relevant phase leader or SENCO and then member of SLT. Ensure that parents are contacted.
- Issues with IT – email IT.
- Issues with workload or wellbeing – speak with phase leader or member of SLT.
- Concerns about data protection – speak to head teacher.
- Concerns about safeguarding – speak to one of the DSLs and log on MyConcern.

Access to technology

The SLT, KS2 phase leader and the office have an up-to-date list of who does not have access to the internet and/or technology needed for online learning. Any pupils who do not have the technology needed for online learning will be sent a school iPad to use. The KS2 phase leader, Assistant Head or office will organise this in the event of a bubble or school-wide closure. Those children who do not have the internet will have access to a SIM card or dongle provided by the NST and Vodafone. Some parents may still request work packs due to a SEN such as dyslexia and struggling to learn from a screen. These children should still be accessing Showbie for the teaching, and uploading photos of the work that they have completed on paper.

Data protection

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

- Use SIMs through remote access to the server.
- If provided with a school laptop, use this rather than a personal device.
- If using a personal phone to make phone calls to parents, ensure that their phone is set to hide their outgoing number, and that phone call logs are deleted afterwards.
- Not share any personal data with anyone outside of school.

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.
- Make sure the device is locked if left inactive.
- Not sharing the device among family and friends.
- Keeping operating systems up-to-date by installing the latest updates.

Safeguarding

The school's safeguarding policy has been updated to reflect the current situation.

Review

This policy will be reviewed in accordance with the policy review schedule.

Links with other policies

- Safeguarding policy
- Behaviour policy
- Data protection policy
- Online safety policy
- ICT and acceptable-use policy

Intended Impact

- All pupils will have access to quality remote learning.
- All pupils will be able to engage with learning set at their own level.
- All pupils will receive feedback to ensure that they understand what they have done well and how to improve their work.
- All pupils and parents will feel confident with asking for help with remote learning when they need it.

Appendix A

