Meadow Green Primary School

Remote Learning Policy 2024-25

Specific 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

Who is the plan applicable to?

Every child is expected to attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school .

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

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:
  - o Not possible to do safely
  - o Contradictory to guidance from local or central government

- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
  - o They have an infectious illness
  - o They are preparing for or recovering from some types of operation
  - o They are recovering from injury and attendance in school may inhibit such recovery
  - o Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis. In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision.
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support.

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

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Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Meadow Green Primary School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on supportingstudents-to-learn-remotely/

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

Curriculum

Meadow Green Primary School, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources, online learning including some virtual face-to-face sessions through Google Classroom and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Oxford Owl E-Book Library
- Spellzone
- Times Tables Rockstars/Numbots
- Numberblocks

Online line safety curriculum to be followed at thinkuknow website.. Each fortnight, they will be releasing new home activity packs with simple 15 minute activities that can be completed at home to support children's online safety at a time when they will spending more time online.

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education. The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.

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Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or those with limited access to online learning resources.

The governors and senior leadership team at Meadow Green Primary School realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.

Teacher expectations

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class the work for the week in English, Maths and other subjects will be posted in the 'Learning at Home' web page, within the Children's section by 9.00am on a Monday morning.

The information will contain:

  - all website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects.
  - a curriculum map which details home learning for subjects other than English and maths
  - links to daily English lessons – a mixture of Oak Academy and the school's own curriculum plans.
  - links to daily Maths lessons – these will predominantly be linked to the White Rose Maths curriculum however teachers may provide further resources and guidance.
  - worksheets to accompany lessons will be available to download

- Staff will complete a daily register in order to check in with pupils and families
- There will be 2 sessions a day where the teacher will provide instruction (new concepts). These will vary in time so families with siblings can benefit. This will be in a variety of formats: Google Classroom, pre-recorded introductions; etc.
- Staff will add these resources to their class webpage electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
- Teachers must be available between 9am and 3pm. 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 procedures on the designated absence number. If it affects the completion of any work required, ensure that arrangements have been made with year group partners or SLT to ensure work is completed.
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via ClassDojo.
- Provide a phone call/ google meets check in with individual children once a week to discuss pastoral/ safety /mental health/ wellbeing issues. This can be delegated to support staff who have good relationships with the child. Teachers can then refer concerns to wider team to support (ELSA/DSL)

- Provide feedback on work:
    - Pupils should send any completed work to teachers via their ClassDojo Student Portfolio / uploaded to their google classroom page/or class emails
    - Teachers can comment via ClassDojo/ Google Classroom/email back feedback if required
    - Teachers should respond to any emails from parents/children within 48 hrs
    - Teachers are to send any children's work to be displayed on the School Story Page or website to the Assistant Head/ Deputy Head/ Headteacher

Teaching assistant expectations

Teaching assistants must be available between 9am – 3pm, Mon to Fri. During this time they are expected to check work emails and be available when called upon to attend school. 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 assisting with remote learning, teaching assistants are responsible for:

- Following guidance form the class teacher and supporting pupils with learning remotely:
- Providing support to individuals ins interventions
- Supporting hearing readers where possible.
- Provide a phone call/ google meets check in with specific children once a week to discuss pastoral/ safety /mental health/ wellbeing issues.

Family (pupil/parent/carers):

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. A suggested timetable will be made available on the relevant class web page as a guide. This includes regular bedtimes and daily reading for pleasure.
- Class teachers will expect work to be uploaded to the child's portfolio in order that they can provide feedback.
- Children will have access to their home reading book in addition to their English and maths books; this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the ClassDojo or by contacting the school office. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of netbooks etc.). These will be discussed on a case-to-case basis.

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To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible.

To help parents to feel confident when helping their child to access remote learning, teachers and leaders will upload 'how to' guides and videos via ClassDojo and also class pages on the school website.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made. ● Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by their phase leader, the Assistant Head or the Deputy Headteacher or Headteacher and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Data Protection and Safeguarding

Data protection

Accessing personal data

When accessing personal data, all staff members will:

Teachers are able to access parent contact details via Scholar Pack using a secure password. Do not share any details with third parties and ensure you log off Scholar Pack when finished.

School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

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.
However, staff are reminded to collect and/or share as little personal data as possible online.

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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.

Safeguarding

Please see our safeguarding policy

The Designated Safeguarding Lead (DSL) is responsible for

- Following the school's safeguarding policy
- Monitoring filtering systems and alerts from school devices
- Respond to concerns raised by staff and /or parents about safeguarding quickly
- Ensuring safe and well checks are made for pupils not attending school

This policy is available on our website.

Policy review Date:	May 2024
Date of next Review	May 2026
Reviewed by	School Leadership Team
Headteacher	Mr Nathan Jones