



The Laurels
PRIMARY SCHOOL

Remote Education Policy for The Laurels Primary School

September 2020

1. Statement of School Philosophy

The Laurels has always strived to have high expectations, be innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this as the characteristics of good teaching are more important than the medium of delivery.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child whose bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- The whole school in the event of localized lockdown.

Remote learning guidance will be shared with individual families when they are absent because they are awaiting test results and the household is required to self-isolate.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for children:
 - Google classroom (EYFS/KS1/KS2)
 - Tapestry (EYFS/Y1)
- Online tool for governors and parents sessions
 - Google Teams
- Online tools for staff sessions:
 - Google Teams
 - Other online CPD as provided by the school

- Use of recorded video (e.g. using Loom) for registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books, writing tools and curriculum booklets.
- Use of subscription sites:
 - EduShed (Maths Shed and Spelling Shed)
 - TT Rockstars/Numbots (Maths)
 - Espresso (whole curriculum)
 - Read Theory
 - White Rose Maths
 - Dimensions@home (foundation subjects)
 - Letterland (phonics)
 - Letterjoin (handwriting)
 - Oak Academy
 - BBC bitesize

Staff will be provided with:

- A model timetable and structure for remote learning
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- Script for safeguarding calls

5. Home and School Partnership

The Laurels Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

The Laurels Primary School will provide support for parents to use Google Classroom through [DMAT IT services](#).

Where possible, it is beneficial for young people to maintain a regular and familiar routine. The Laurels Primary School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support 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. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

We would encourage parents to follow the ['digital 5 a day' framework](#) which provides practical steps to support a healthy and balanced digital diet.

All children (or their parents on their behalf) sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

The suggested responsibilities below relate to where a whole class/bubble is isolating. The Laurels Primary School will provide a refresher training session and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers must be available to children between 9am – 3pm.

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 to the Assistant Head using the normal absence procedure.

When providing remote learning, teachers are responsible for:

➤ Setting work:

- Teachers will set work for the pupils in their classes including explanations of new content, modelling and worked examples.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Weekly/daily work will be shared by 9.00am.
- Teachers in Reception will be setting work on *Tapestry*.
- Teachers in Years 1 - 6 will be setting work on *Google Classroom*.
- For Reception and Key Stage 1, the priority will be progress in early reading skills.
- Open ended projects and research activities are discouraged.

➤ Providing feedback on work:

- Live classrooms enable important interaction between teachers and pupils through targeted questioning and discussion. Teachers can question individuals through the chat function, using google forms or Kahoot.
- All curriculum tasks should be submitted by 3.30pm so teachers can assess the work and use it to inform future lesson plans. Work may be submitted through Google Classroom or by emailing photographs or screenshots of work.
- Feedback may be shared through whole class feedback highlighting strengths of individuals' works and identifying next steps for the whole class.
- Quizzes, including self marking quizzes, can also be used to assess learning and progress e.g. Spelling Frame and Learning by Questions. Pupils can complete these at a specified time and email them back.

➤ Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- It may be necessary to operate more flexibly, for example, to accommodate contexts where pupils are having to share a single device within the home, meaning that access to recorded lessons is needed.
- All parent/carer emails should come through the school admin account office@laurelsprimary.co.uk
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSLs Charlotte Bull, Helen Pinney or Beth Collins.

Teaching Assistants

Teaching assistants must be available for their 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.

During the school day, teaching assistants will be asked to complete tasks as directed by their class teacher or to supervise groups of children in school.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Maintaining aspects of school life online such as assemblies, whole staff briefings and professional development sessions.
- Keeping pupils motivated and engaged through whole-school feedback loops which pulls together examples of excellent work and rewards for excellent engagement.

Designated safeguarding lead

The DSL, Charlotte Bull and deputy DSLs Helen Pinney and Beth Collins are responsible for managing and dealing with all safeguarding concerns. DSLs can be contacted at dsl@laurelsprimary.co.uk

For further information, please see the [Safeguarding and Child Protection Policy](#).

DMAT IT Support/technicians

IT technicians 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
- Assisting pupils and parents with accessing the internet or devices

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

The SENCO

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support
- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

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- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Submit work by the deadline set by teachers
- Seek help if they need it, from teachers
- 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

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

7. Who to contact

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

- Issues in setting work – talk to the relevant subject lead, key stage leader or SENDCo
- Issues with behaviour – talk to the relevant key stage leader
- Issues with IT – talk to [DMAT IT services](#)
- Issues with their own workload or wellbeing – talk to your line manager or our mental health first aiders, Miss Pinney or Ms V.
- Concerns about data protection – liaise with the trust's data protection officer, [Lianne Allison](#).
- Concerns about safeguarding – talk to the DSL, Charlotte Bull **and also** log concerns on CPOMs.

8. Data protection

8.1 Accessing personal data

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

- Access the data remotely through the server in our IT network or through CPOMs.
- Staff should use school devices rather than personal devices where possible.

8.2 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.

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

8.3 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)
- Making sure the device is locked if it will be 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

7. Links with other policies and development plans

This policy is linked to:

- Safeguarding and Child Protection policies
- Behaviour policy
- Assessment and feedback policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Google classroom and Tapestry
- Remote education good practice
- EEF guide to supporting school planning