



Glusburn Community Primary School

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REMOTE LEARNING POLICY

Contents

1. Aims	1
2. Roles and responsibilities	2
3. Who to contact	3
4. Data protection	4
5. Safeguarding	4
6. Monitoring arrangements	4
7. Links with other policies	4
8. Curriculum Delivery	5

1. 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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9:00am – 4:00pm.

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 remote learning, teachers are responsible for:

- Providing work to be accessed remotely by pupils that mirrors as closely as possible the learning that would have taken place within the class.
- Providing feedback on work
 - Via Seesaw, Dojo or exercise books if these have been sent home and returned.
- Keeping in touch with pupils who aren't in school and their parents
 - Teachers should keep at least daily contact with pupils via Seesaw, Dojo or Zoom.
 - Teachers shouldn't answer Dojo messages outside of working hours.
 - Teachers should report any safeguarding concerns via CPOMS to the DSL
- Attending virtual staff meetings / SLT meetings (appropriate dress code / avoiding areas with background noise / nothing inappropriate in the background)

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available over their normal school hours.

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:

- Supporting pupils who aren't in school with learning remotely
- Being present during live sessions in order to support the learning by: keeping standards high; holding children to account; contributing to discussions.
- There may be an instance when the teacher requires the TA to work with a small group of pupils on a particular concept as a smaller intervention group. In order to allow this to happen, a secondary zoom call would have to be set up prior to the lesson and children required to join that group informed.
- Mark Seesaw work and respond to Dojo using school devices such as the class iPad.

2.3 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.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 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: such as 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

2.5 Designated safeguarding lead

The DSL is responsible for safeguarding referrals being made by staff and / or parents:

Glusburn Community Primary School staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the child protection policy and where appropriate referrals will continue to be made to children's social care and as required the police.

2.6 IT staff

IT staff are responsible for:

- 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

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teacher and seek help if they need it, from teachers or teaching assistants

Staff can expect parents with children learning remotely to:

- Ensure that their child wear a school jumper and be shown waist up only if on screen.
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if needed: in order for their child to access and complete remote learning activities
- Be respectful when making any complaints or raising concerns:

Please contact school rather than posting on social media. Be kind to my staff. (admin@glusburn.n-yorks.sch.uk)

- Support their child with remote-learning tasks
- Ensure that their child has a suitable quiet place to work without distraction
- Ensure that their child is able to access live / recorded lessons

2.8 Governing body

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

3. Who to contact

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

- Issues in setting work – contact the Headteacher, relevant subject lead or SENCO.
- Issues with behaviour – contact SLT
- Issues with IT – contact IT staff / Head of Computing / Deputy Headteacher
- Issues with their own workload or wellbeing – contact Performance Management Line Manager (RH/NBi)
- Concerns about data protection safeguarding – contact the DSL (NBi) or Deputy DSL (RH/LS)

4. Data protection

4.1 Accessing personal data

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

- Use Scholarpack via their school device such as laptops / Ipads

4.2 Processing personal data

Staff members may need to access personal data such as parental contact details as part of the remote learning system in order to perform the school's official functions. However, staff are reminded to access as little personal data as possible online.

4.3 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)
- 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

5. Safeguarding

The Child Protection Policy can be accessed via the school website.

6. Monitoring arrangements

This policy will be reviewed termly by the Headteacher. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E-safety policy

8. Curriculum Delivery

8.1 Our Commitment

Throughout the coming months of uncertainty and possible on-going disruption to learning for some pupils, the following fundamental principles will apply:

- Quality First Teaching remains the single most important factor in addressing learning gaps and improving outcomes for our pupils.
- On-going assessment of children's learning to ascertain learning gaps.
- A broad and balanced curriculum, with a primary focus on English and Maths (including across the curriculum) is an entitlement for all pupils.
- Interventions to ensure children 'keep-up' will be planned to meet the on-going needs of pupils throughout the year. This will take account of lost learning during lockdown and any on-going lost learning for individuals and groups as a result of self-isolation and will include support for social, emotional and behavioural aspects of learning.
- CPD for staff will be a priority, and will be focused on individual need as well as on whole school priorities identified through feedback.
- Being supportive of the well-being of the whole school community: children, staff and parents.

The school will follow a 3 tiered approach as set out below.

8.2 Tier one

TIER ONE:

Children who are in school

- A full curriculum to be taught taking account of the school's risk assessments.
- Revising prior learning.
- Daily deliberate practice of basic skills.
- Organised provision for groups to support reconnection with the curriculum and ensure our 'keep-up' approach before and after school sessions.

8.3 Tier two

TIER TWO:

Individual or groups of children who are self-isolating.

These children are entitled to a curriculum that mirrors as closely as possible the learning taking place within the class.

In the event of children spending just one or two days away from the classroom in self-isolation, teachers will make contact with the child and parent via Class Dojo and/or Seesaw in order to provide home-learning activities which mirror the classroom learning for that day or two.

Where self-isolation is as a result of being in contact with someone who has tested positive therefore meaning the child will be absent from school for 10-14 days, class teachers will create a Curriculum Map similar to those sent out to parents over the lockdown period detailing the sequence of learning to be followed for the period of isolation.

Class teachers may also use **Seesaw** in order to set work and for pupils to return – this will be of particular importance for English and Maths activities so that we can ensure: home-learning and classroom learning are mirrored as closely as possible; teachers are fully aware of home-learning levels of engagement; teachers are well-informed about children’s learning and attainment outside of the classroom and provide children with feedback.

What is a Curriculum Map?

Curriculum maps will provide a visual layout of each subject’s content for the period of time a child is self-isolating. The **Curriculum Map** will be sent as an **Individual Dojo** message to the parent/pupil.

What is Seesaw?

Seesaw is a learning platform to support student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students “show what they know” using photos, videos, drawings, text, PDFs, and links.

What will be provided via the Curriculum Map and Seesaw?

Maths

Daily maths lessons and activities to be followed by the children. These may be: a sequence of lessons delivered by the White Rose Maths Hub – covering the same objectives as those being covered in class that week or the daily Power Maths lesson and activities – mirroring exactly the content which will be taught in class that day. Teachers may decide on an individual basis that time is better spent at home consolidating any previous learning through activities provided which offer children the opportunity for deliberate practise. If the decision is made to halt new learning in favour of consolidation, then teachers must ensure that on their return to school, any gaps in new learning are addressed.

English

Daily English lessons and activities to be followed by the children. These may be provided on seesaw and mirror closely the learning taking place within the classroom. For example, if the period of isolation is close to the end of the unit of writing and children have the tools they require to continue with simple prompts offered via seesaw then they should continue and complete their sequence of learning. If children are likely to be isolating for a longer period of time and are likely to miss the majority of an English unit then teachers may decide to provide them with a Talk for Writing Home-Learning Booklet which best matches to the learning taking place in class. This can be worked through independently at home with support and feedback offered occasionally through DoJo or Seesaw.

Foundation Subjects

As far as possible, foundation subjects will link to what the children would have been learning in class. The Curriculum Map will include objectives and also specific activities the children can carry out. These may be links to BBC Bitesize, The Oak National Academy or personalised activities, shared via seesaw, mirroring the learning taking place in the classroom that week.

Children may be provided with a ‘Home Learning’ exercise book if requested. Children will be able to bring their work back into school with them for feedback in the event that they are unable to submit their work for feedback using either seesaw or DoJo. This will help class teachers to judge the child’s engagement in learning and identify any areas where a child may need extra support on their return to school.

It will not be possible for teachers to provide live lessons for these children as they will be teaching the children who are still in school.

8.4 Tier three

TIER THREE:

A closed bubble due to a positive case of Covid 19

If it is necessary to close a class then the children will be provided with a **two-week Curriculum Map**. This will link to the child's year group national curriculum expectations. Any tasks set will be meaningful, ambitious and sequenced in such a way that enables the children to develop skills and knowledge incrementally and will include clear objectives for each subject in the unit of work. As a minimum the units of work will include:

- A daily Maths and English lesson. These lessons will be either presented live over the "zoom" platform or pre-recorded with directed activities with work set over the learning platform "Seesaw".
- One Daily Live Session where the teacher reads to the children via "Zoom".
- The daily English teaching should reflect the unit of work which would be delivered in school and include reading, writing, SPAG and handwriting. In Early Years and Year 1 there will be a daily phonics session.
- The daily Maths teaching should reflect the unit of work which would be delivered in school and include arithmetic, mental maths, fluency, problem-solving and reasoning – ideally continuing through the units of work outlined by the 'Power Maths' scheme for Y1 – Y6.
- A weekly Science lesson for Y1 – Y6.
- Topic work- where possible, linked to the children's current learning and building on skills and knowledge already taught. This learning will include clear objectives and links to quality resources. Where possible, these will link to the children's current learning.
- Physical activity (ideas for how to stay active during their time at home)

How will this be communicated to parents?

The **Curriculum Map** will be sent as a **Whole Class Dojo** message to the parent/pupil.

When will this information be given to parents and the pupil?

The **Curriculum Map** will be sent within 1 working day (24hrs) of the class being closed.

Teachers may send 'holding activities' in the meantime.

Richard Hunt



Headteacher