

John Ray Infant School



Remote Learning Policy

Kate Mills

September 2020

Approved by:

Date:

Last reviewed on:

Next review due by:

Contents:

1. Aims	3
2. When we will provide Remote Learning.....	2
3. Roles and responsibilities	3
4. Who to contact	7
5. Data protection.....	8
6. Safeguarding.....	9
7. Monitoring arrangements	9
8. Links with other policies	9

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for children 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
- Provide guidance for when Remote Learning will be provided.

2. There are four separate situations where we will provide remote learning:

- A child is displaying symptoms and is waiting for a test or result. (This is only if they feel well enough to do school work).
- A child or small group in the class is self-isolating for 14 days.
- The whole class and associated adults are self-isolating for 14 days
- The area is in local lockdown, and the whole school is closed to all but keyworker children.

3. Roles and responsibilities

From September 2020, following the partial return to school of some of our children in June 2020, it will now be expected that all children will return to school full time from the Autumn term onwards.

This will however, be subject to local or national Lockdowns being reinstated which could affect our school community. In light of this, our Remote Learning policy has been created to ensure we have a contingency plan in place should we need to close the school to some or all of our children. This will also include the closure of 'Class Bubbles' if there is a suspected or confirmed case within the John Ray Infants community.

3.1 Teachers

When providing remote learning, teachers must be available online between 9:00am and 3:30pm

If a teacher is 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.

All absence will continue to be reported in the normal way:

- Teaching staff should phone Kate Mills on 07562338878 before 7am on the day of the absence
- Classroom Support staff should phone Kate Mills as above
- Midday staff should phone Alex Darvill before 9am on 07712469867
- Office and Site staff should phone Catherine Rushen before 8am on 07732786328

When providing remote learning, **teachers** are responsible for:

Setting remote learning in a full local lockdown

- Work must be provided for all children within the class on a daily basis. This will include differentiated work to match the needs of all children. Please speak to the SENCo if you require additional support for children with significant additional needs/EHCPs or similar.
- Wherever possible, work will be uploaded onto Dojo or Tapestry (EYFS) (alternatively, a paper copy)
- One piece of English work and one piece of Maths work must be uploaded each day. In addition to this, a Topic and PE activity must be uploaded for the week.

- Work must be uploaded before 9:00am on the day it is to be completed but should ideally be uploaded the night before.
- Please make sure you provide links where possible so that parents/carers understand what is expected of them. (ie links to White Rose Maths)
- Staff will be made aware of which children in their classes do not have remote access and these children will be given a paper pack of the work which has been set online. This will be hand delivered wherever possible and will be a weeks' worth of learning.
- It may be necessary for a class teacher to cover a Keyworker class which isn't their own during the closure. If this is the case, work should still be set by the class teacher but a member of the SLT will monitor the online work and provide any necessary feedback.
- If at all possible, PPA will continue each week. This will be where work is planned for both home and school to ensure consistency for all children whether they are working at school or from home.
- English, Maths and Phonics leads in particular, will be expected to monitor provision (in school and at home) and should ensure that teaching staff across the school are providing the appropriate level of support regardless of where the child is learning.

Setting Remote learning for individual children or small groups of children

- One piece of English work and one piece of Maths work must be uploaded each day. In addition to this, a Topic and PE activity must be uploaded for the week.
- Wherever possible, work will be uploaded onto Dojo or Tapestry (EYFS). If the family has no online access, a paper pack will be delivered by hand.
- Please make sure you provide links where possible so that parents/carers understand what is expected of them. (ie links to White Rose Maths)

Remote Learning in EYFS

In EYFS we plan our Remote Learning to follow what we are learning in school. Our expectations are that each week we would follow our Story time Phonics plan and White Rose Maths using practical activities and challenges to enhance learning.

Over the course of a week we will post different areas of learning using Tapestry so that families can have time to complete the activities. We will respond appropriately to the posts that our families post on Tapestry.

We put links to relevant learning so that parents can enhance our activities. Each week we choose a different area of learning to expand, for example a creative challenge using natural materials.

Providing feedback on work

- If children are learning at home, work should be uploaded onto Dojo or Tapestry unless the child has no access to an online device. Children with no internet access should complete the paper copy of work they have been sent and hold onto this work until they return to school. (Work will then be quarantined for 48 hours and then go into the child's book/folder)
- Every piece of work must be acknowledged and English, Maths and Phonics work must also include a comment with next step suggestions.
- A 'Like' response will not be enough unless the child has uploaded multiple additional pieces of work which have not been set as home learning.
- Providing feedback on work will depend on whether a teacher is still working in a class full time or not. In all likelihood, if a class or group of children are working from home, the teacher will also be isolating and they can therefore continue to provide feedback for the children. If the school goes back into a full lockdown, teachers may need to provide 'in-school' cover and then will not be expected to provide feedback in full on those days that they are in.

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

- If the school or 'Class Bubble' is closed for more than two weeks, teachers should phone every child to make contact and check in with them. (weekly after the second week)
- ParentMails will continue to be sent via the school office. If a teacher wishes to send a message to the entire class, please email your message to Catherine Rushen in the office and she will post it for you.
- Year Group Leads must liaise with their team and formulate a weekly email to the Year group which will be sent out as a ParentMail.
- A weekly ParentMailed and FB'd Newsletter will be sent out by Kate Mills (or Alex Darvill in Kate's absence)
- Teaching staff are not expected to send or reply to messages from parents after 3:30pm each day.
- If a staff member becomes concerned about an online or telephone conversation they have had with a parent/carer, they should immediately inform a DSL for them to follow up the concern. This should also be added onto CPOMS by the person who has had the conversation.
- If a parent/carer makes a complaint via Dojo or Tapestry, please let Kate/Alex know immediately so that they can support you. If a conversation is making you uncomfortable, it is better to not reply.
- If you are concerned that a child is not completing their home learning, please inform your Year Group Leader in the first instance. They must speak to Kate/Alex and then a phonecall will be made to the family explaining our expectations for home learning during a closure.
- If you are asked to take part in a virtual meeting (Such as TLRs), please dress appropriately and ensure that you have an appropriate background with minimal noise if you are at home. If at all possible the meeting would take place when you are in school so that a member of the SLT can support you if needed.

3.2 Learning Support Assistants

When assisting with remote learning, Learning Support assistants (LSAs) must be available between 9:00am and 12:00pm.

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. (see above for details of who to call)

When assisting with remote learning, LSAs are responsible for:

- Supporting individual children if they work 1:1 with a child (with support and advice from the SENCo)
- Assisting a particular group of children as agreed with the class teacher.
- Providing feedback in agreement with the class teacher
- 'Liking' work that has been uploaded onto Tapestry/Dojo

Providing feedback on work will depend on whether an LSA is still working in a class or not. In all likelihood, if a class or group of children are working from home, the LSA will also be isolating and they can therefore continue to provide feedback for the children. If the school goes back into a full lockdown, LSAs may need to provide 'in-school' cover and then will not be expected to provide feedback on those days that they are in.

3.3 Subject leads (including PE coach)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of their subject needs to change to accommodate remote learning and then sharing their findings with Year Group Leads. (This may be particularly true in the case of Phonics teaching)

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent and that teachers have the resources they need for online teaching.
- Liaising with the SLT to make sure work set remotely across all subjects is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject – if assessment data is required to be collected, subject leaders should liaise with teachers to inform them of what is required and when.
- Alerting teachers to resources they can use to teach their subject remotely. (useful websites and videos etc)
- Continuing to gather evidence of how their subject is being taught across the school.
- Preparing a termly report for governors as part of the Headteachers report.

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – This will be overseen by Mrs Emma Turner.
- Ensuring that the children are graduated to the next year group or their data is downloaded (where applicable) at the end of the Year. This will be overseen by Mrs Kate Yates- EYFS and Mrs Emma Turner- KS1
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or gathering feedback from parents and children
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead

The DSL is responsible for:

- Maintaining regular contact with social workers and other support workers who are allocated to our families.
- Updating and sharing policies and procedures with staff and governors, including providing Level 2 safeguarding updates annually at the beginning of the school year.
- Attending all core groups and CIN meetings, either virtually or face-to-face.
- Completing paperwork for CP conferences and LAC meetings.
- Maintaining an overview of all children who are currently on the Child Protection Register and ensuring all paperwork and feedback is given in a timely manner.
- Maintaining an overview of all children who are currently cause for concern and liaising with the class teacher and HSFW to ensure support is in place when necessary.

3.6 IT staff

Our IT technician is responsible for:

- Fixing issues with the Curriculum Server used to collect and store work
- Supporting staff to fix technical issues with Tapestry or Dojo
- Helping staff with any technical issues they're experiencing with their Laptops/IPads
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Liaising with the Remote support team, (Michael Bowden at DJ Huxter) and supporting Curriculum server issues

3.7 children and parents

Staff can expect children learning remotely (with full support from their parents at all times) to:

- Be respectful and supportive at all times
- Be contactable during the school day through Dojo or Tapestry uploads
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or LSAs
- 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 –parents can be pointed towards the following sites if they're struggling including:

White Rose Maths

Mathletics

Explorify

NumberBlocks

NRich

AlphaBlocks

ICTGames

PhonicsPlay

phonics bloom

BBC Bitesize

CBeebies

Oak Academy

Oxford Owl

If a family doesn't have access to online learning, every endeavour will be made to provide paper packs of everything available to the children learning online. It may be possible to loan devices to children/families, such as with the Government funded Laptop Loan scheme for children with a social worker.

Paper copies of Remote Learning activities will be hand delivered at the beginning of the week the child is due to be away from school.

3.8 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.
- A named governor should gather feedback from parents/carers if possible. This could be done via Whats'App class groups?
- Ratifying the school's Remote Learning Policy annually
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

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

- Issues in setting work – talk to the Year Group lead or SENCO

EYFS- kate.yates@johnrayinfants.essex.sch.uk

Year 1 emma.turner@johnrayinfants.essex.sch.uk

Year 2 heidi.danckert@johnrayinfants.essex.sch.uk

Julia.convoy@johnrayinfants.essex.sch.uk

- Issues with behaviour or online learning engagement– talk to the Headteacher or Deputy
head@johnrayinfants.essex.sch.uk
alex.darvill@johnrayinfants.essex.sch.uk
- Issues with SEND, talk to the SEND team
alex.darvill@johnrayinfants.essex.sch.uk
jo.hales@johnrayinfants.essex.sch.uk
- Issues with IT – talk to Steve Bennett or Michael Bowden
Steve.bennett@johnrayinfants.essex.sch.uk
mbowden@johnrayinfants.essex.sch.uk
- Issues with your own workload or wellbeing – talk to the Headteacher
head@johnrayinfants.essex.sch.uk
- Concerns about data protection – talk to the data protection officer (Catherine Rushen)
admin@johnrayinfants.essex.sch.uk
- Concerns about safeguarding – talk to the DSL (Headteacher) or another member of the Safeguarding team if the Headteacher isn't available (email addresses can be found above)
Emma.smith@johnrayinfants.essex.sch.uk

5. Data protection

4.1 Accessing personal data

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

- Use only their school email addresses (@johnrayinfants.co.uk)
- Wherever possible use the school curriculum server to upload and store planning etc
- Wherever possible, use ParentMail via the school office to contact parents if it can't be done via Dojo/Tapestry.
- Continue to upload assessments onto Target Tracker and Phonics Tracker and **not** send assessments containing names and personal details via email.
- If emailing about a child/family, use initials only and do not write anything which could be seen as offensive or unprofessional.
- Staff should use their school Laptops or iPads when working from home.

5.2 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. Staff members will not be expected to share personal email addresses.

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

5.3 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
- Making sure the device is not left unattended in a public place
- 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

6. Safeguarding

Our Child Protection Policy will continue to be reviewed annually or more often if required. We will continue to use the ECC model policy, personalised to match the needs of our children and families. The most up-to-date Child Protection Policy is September 2020. All staff must read and agree to follow the school CP policy and all other relevant policies and procedures including the most up-to-date KCSIE document.

All staff will be expected to follow our school Safeguarding arrangements and must immediately inform a DSL if they are concerned about a child/children. This should always be followed up on CPOMS.

Our DSLs are:

Kate Mills

Alex Darvill

Emma Turner

Kate Yates

Emma Smith

Charlotte Devereux (Nursery)

7. Monitoring arrangements

This policy will be reviewed annually by the Senior Leadership Team and presented to the Full Governing Body by the headteacher.

At every review, it will be approved by the full governing body.

8. 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
- Online safety policy