

Caslon Primary Community School, Beecher Bear Daycare and Nursery, Beech Tree (SEMH Base) and Tree Acre (Early Years Inclusion Hub)

Remote Learning Policy

September 2024

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.

Roles and responsibilities

Headteacher and Senior leaders:

- Inform staff of pupils who are self-isolating immediately so that contact can be made by class teachers and remote work provided.
- Facilitate the use of consistent online resources across the school: Google Classroom, Seesaw, Education City, Bug Club, Times Table Rockstars, Purple Mash, etc.
- Ensure staff are trained in the use of remote learning applications.

Class teachers:

- Plan a programme of remote learning that is of equivalent length to the core teaching pupils would receive in school.
- Provide high quality and well sequenced resources.
- Provide thorough explanations/modelling to support pupils to access remote learning and understand new concepts.
- Liaison with parents/families to support them in delivering remote learning.
- To work with teaching assistants, SENCO and subject leaders to ensure the best remote provision.
- Provide meaningful feedback for pupil work as though the pupil were present in school.
- Set tasks which require work to be returned to the teacher as these have a greater return rate.
- Provide positive encouragement and rewards for work submitted.
- Apply all of the above in an age-appropriate manner.

Pastoral leads (SLT/Learning mentor)

- To check-in on self-isolating pupil with a focus on their well-being twice during period of absence.

SENCOs

- Provide support and advice for teachers in meeting the specific needs of pupils with SEND.

Teachers

When providing remote learning, teachers must be available between 8:30am and 3:15pm.

If you are unable to work due to sickness or caring for sick dependants, please follow absence procedure.

It is not intended that remote education should be an additional duty. Through efficient use of technology, particularly 'Google Classroom' to prepare for teaching pupils who are both in and out of the school, remote education can be provided alongside usual classroom provision.

Teachers may make effective use of a range of digital resources including; Education City, Times Table Rockstars, Purple Mash, Oak National Academy, White Rose Maths, Twinkl etc. Please be aware that activities from these sources as stand-alone will do not provide pupils with a replication of the classroom.

"The Education Endowment Fund has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- *Ensuring pupils receive clear explanations*
- *Support growth in confidence with new material through scaffolded practice*
- *Application of new knowledge or skills*
- *Enable pupils to receive feedback on how to progress."*

Adapting Teaching Practice for Remote Education. Gov.UK, Published 21 May 2020.

When providing remote learning, teachers are responsible for:

-Setting work:

- o Provide work for the pupils in their own class who are absent from school
- o Daily instruction and work should be provided for;
 - English (writing)
 - Maths
 - Spellings
 - Reading
 - Science
- o Work set should have clear instructions and explanations, making use of online videos/websites or teacher may make their own short videos if preferred.
- o Work should be set in manageable 'chunks' with progression considered and extension for those more able pupils.
- o Work should be returned by parents and uploaded to Google Classroom
- o Provide adequate differentiation to meet the needs of pupils across the cohort.
- o Tailoring activities to meet the needs of all pupils with particular attention to SEND and vulnerable pupils.
- o Lessons for remote learning should be created as 'assignments' on Google Classroom and assigned to the relevant pupils for completion with a deadline.
- o Where younger cohorts do not have home use Chromebooks, teachers may use Class Dojo to post teaching activities which may be more practical and age-appropriate. Evidence of completion should still be expected from parents.
- o *There is no requirement for teachers to lead 'live' learning but if staff feel confident and able to do so, they could do provide instruction/demonstration providing it is delivered through a 'google meet' or Microsoft TEAMS meeting. Consult with DSLs beforehand.*
- Providing feedback on work:
 - o Access completed work from pupils through Google Classroom or Class Dojo Portfolios.
 - o Through both of these applications, feedback should be given as comments.

- Rewards can also be given on Class Dojo for work submitted.
- Keeping in touch with pupils who aren't in school and their parents:
 - Contact can be maintained through personal messaging on Class
 - Pupils will also receive contact through written feedback when work is submitted.
 - Any concerns and issues raised by parents should be reported via CPOMs in the usual manner.
 - Where pupils do not submit work, please continue to encourage and praise efforts and inform HT as soon as it becomes an issue.

Pupils and parents

Staff expect pupils learning remotely to:

- Be contactable during the school day
- Complete work set by teachers.
- Upload work by 'turning it in' on google classroom OR by adding an attachment to the assignment
- Seek help and advice from teacher or TA if they need it through Class Dojo from teachers
- Alert teachers if they're not able to complete work

Staff expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Make every effort to support their child in accessing and completing all of their daily remote learning activities
- Seek help from the school if they need it.
- Be respectful when communicating with school staff through messages.

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.

Who to contact

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

- Issues in use of Google Classroom/Seesaw/Class Dojo– talk to AF or CW
- Issues in setting work – talk to the relevant subject leader or SENCO
- Issues with behaviour – talk to the TW
- Issues with IT – talk to GH
- Issues with their own workload or wellbeing – talk to LHG
- Concerns about data protection – talk to LHG
- Concerns about safeguarding – talk to the TW/LHG/CW/RH/DG

DATA PROTECTION

Accessing personal data

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

- Access school-based systems through use of secure school laptop or iPad only.

Staff members may need to collect and/or share personal data as part of the remote learning system and as part of the school's official functions.

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

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 use of one drive and schools shared drive system.
- 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

SAFEGUARDING

- See Child protection policy