

**Atwood Primary Academy**

# **Remote Learning Policy**



**Date: November 2020**

**Update: January 2021**

**Review Date: November 2021**

**(or to meet new legislation and practices)**

Signed By: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

## **Remote learning policy during COVID**

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic.

It sets out the systems and technology that staff will use to maintain the learning experience for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances.

The staff remote learning leads are **Nina Gambier and Gemma Docherty** and any concerns, questions or feedback can be communicated with them through the following emails: [ngambier.306@lgflmail.org](mailto:ngambier.306@lgflmail.org) or [school@atwood.croyson.sch.uk](mailto:school@atwood.croyson.sch.uk) marked Remote Learning Query. If you are unable to access the internet or do not have enough devices then please get in touch, we may be able to help.

### **Expectations**

All schools are expected to provide immediate remote learning if:

- Individual pupils or groups of pupils need to self-isolate, but the rest of the school is still open; or
- There are local or national restrictions that mean most pupils need to stay at home, like during the initial school closures in March 2020.

### **DFE expectations (updated January 2021 in line with updated government guidance)**

- *Plan a programme that's of equivalent length to the core teaching pupils would receive in school and will include both recorded or live directed teaching time and time for pupils to complete tasks and assignments independently.*
- *The amount of remote education provided should be, as a minimum: Key Stage 1: 3 hours a day on average across the cohort, with less for younger children. Key Stage 2: 4 hours a day.*
- *Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments*
- *Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject*
- *Provide frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/or videos*
- *Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work*
- *Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *Avoid an over-reliance on long-term projects or internet research activities*

This policy outlines how at Atwood we will meet these expectations.

## Drawing on Best Practice

SLT and staff will continually evaluate the Remote Learning provision which Atwood is providing in different circumstances to ensure it is the best that we can provide for the Atwood community. The school will use the latest research such as that from the Education Endowment Fund (EEF), the DFE and feedback from pupils and parents, to develop the provision as we do with the teaching and learning provision which takes place in school.

## A flexible approach

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education; however, we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge. Due to this, we are providing a flexible approach to remote learning. We will offer a variety of weekly learning activities across the curriculum so that pupils can work their way through as much as they are able, at a time that suits them.

## Remote Educational Provision for Individual Pupils Who Are Self-Isolating or Shielding

If individual pupils are confirmed to be self-isolating or shielding due to COVID:

- the office will inform the class teacher and SLT and keep a central record of date of return
- class teachers will provide access to **a weekly set of remote learning activities**. These will be available on **Google Classroom** under the heading **COVID absence home learning**. This will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, teachers will adapt and supplement the materials being used during the lessons in school with high quality on-line resources such as the Oak Academy.
- Staff will **make contact via Google Classroom at least once a week**, and will endeavour to give support where needed while balancing their workload inside of school.

We appreciate that some families might not be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths (including times-tables and fluency facts where applicable) and English skills (including Phonics, Reading and Spelling.)

## **Remote Educational Provision for Whole Classes if the class teacher is well**

In the event that a whole class or classes have to self-isolate, and the class teacher is well, the class teacher will:

- post a **weekly timetable on Google Classroom** for their class. This will outline a range of learning activities in the full range of subject areas and contain tasks and links to follow (in any order and at a time that suits across the week). It will also include the teacher's break times and phone time slots so parents know when teachers are online.
- will post a **pre-recorded daily video** to outline the day's activities
- **be available** during the day (Mon-Fri) between **9am and 12:00pm (with a morning break), and 13:15 and 2pm** to support children with feedback and questions via the Google Chat facility. (After 2pm teachers will make phone calls.)
- Provide **pre-recorded instructional videos** for some lessons so children can access these flexibly.
- Provide suitable materials for the children to access the learning, including adaptations for children with SEND needs.
- Provide links to extension activities.
- Provide feedback for learning for at least the Maths and English activities on a regular basis.
- Plan and prepare via Teams with year group partners to ensure consistency of provision.
- Organise that parents are rung on weekly basis. (Between 2pm and 4pm Mon to Fri)
- PPA lessons – RE and Music - will be provided by the PPA staff and placed online for the children to access. The PPA team will monitor this learning.

We appreciate that some families might not be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths (including times-tables and fluency facts where applicable) and English skills (including Phonics, Reading and Spelling.)

## **Remote Educational Provision for Whole Classes if class teacher is unwell or is unable to work for a reason**

Where the class teacher is unwell, the school will endeavour to provide the same quality of provision with Senior Leaders or Teaching Assistants supporting with feedback and preparation of materials. However, it is important that the school recognises the importance of staff well-being and increased workloads created by a class teacher's absence and provision will be adapted where needed. The school will draw on a range of resources including the Oak Academy.

## **In the event of a National Lockdown which includes the closure of schools but open for Keyworker children**

Under these circumstances, the home learning provision will continue on Google Classroom but will be adapted, where needed, to reflect the reduced availability of staff who are supporting Key Worker children in school. The school will endeavour to

provide the same quality of provision as stated above. A rota will be set up to ensure home learning is monitored and children supported with families rung on a weekly basis in the first two weeks and thereafter, every two weeks, depending on a family's need. In addition to the provision stated above, a Google Meet well-being session will be organised at least once a week. The school will draw on a range of resources including lessons and activities prepared by the teachers and the Oak Academy, to provide learning matched to the school curriculum and to at least meet Government expectations for the quality and quantity of learning.

### **Additional support with children for specific needs**

- As stated above, teachers will provide suitable learning materials for the children to access the learning, including those with SEND needs.
- During a National Lockdown, vulnerable children, including those with EHCPs, will be offered a place in school and the school will endeavour to provide the support the child needs to access learning with a designated adult where staffing availability enables this.
- Where a child cannot be at school, the teachers and TAs will work closely with the inclusion manager to adapt learning tasks.
- Through phone calls and home visits, the school will support parents to adjust the learning day as well as the tasks to support all learners.

Atwood leaders and staff will continually evaluate the Remote Learning provision which Atwood is providing,

### **Parental support for remote learning**

As we have previously said, we are aware of the different set-ups at home and we will do all that we can to support all Atwood children with their learning through a flexible approach. We know that by working together, while we can't replicate the learning and interactions they have in school, we can hopefully minimise the impact of time out of school on their progress.

We ask that you:

- Encourage your child (children) to fully engage in the home learning provided by the teachers.
- Encourage your child/children to complete as much of the learning as they can but prioritise maths and English if your time is limited by family or work commitments or health.
- Support your child in the learning as best you can, especially our youngest children. However, you are not expected to be their teacher unless you want to take this role.
- Aim to provide a regular routine for learning as this makes things easier for children and parents. [Supporting Home Learning routines \(EEF\)](#) [Cartoon Video](#)
- Ask for help or inform us of the challenges via the school office or by contacting Mrs Gambier ([ngambier.306@lgflmail.org](mailto:ngambier.306@lgflmail.org))
- Be respectful when contacting teachers via the Google chat facility or emailing the office or SLT about concerns.

- Take responsibility for your child's /children's on-line learning safety.

Resources to help your child:

[7 tips to support with reading](#)

[7 tips to support Key Stage 2 children with reading at home](#)

[Helping Home Learning – Read with TRUST](#)

[Helping Home Learning – Talk with TRUST](#)

## **Safeguarding & Remote Learning**

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's Online Safety Lead Gemma Docherty as normal via the office email: [school@atwood.croydon.sch.uk](mailto:school@atwood.croydon.sch.uk)  
Please mark these emails **FAO Online Safety Lead**.

The following websites offer useful support:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

If parents have any safeguarding concerns that need discussing, they can contact us on [safeguarding@atwood.croydon.sch.uk](mailto:safeguarding@atwood.croydon.sch.uk) and one of our Safeguarding Leads (Rob Veale, Nina Gambier, Kate Standing, and Hannah Townsend) will get in touch.

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

## Procedures for telephoning families

### Teachers and staff will:

- Where possible use a school phone
- When using their own phone, use 141 to conceal their number
- Not give their personal numbers to parents and parents should not ask for these
- Record the time and date of telephone call and length of call.
- Ask parental permission to speak to the child and ask them to keep the phone on speaker phone and remain present during the conversation
- Not breach Data Protection Guidance regarding personal data.

## Google Meets

During a school closure due to local or National Lockdowns, Google Meets will take place to provide the children working at home the opportunity for a live catch-up with their teacher and each other to support well-being and create a sense of community. These are not live lessons; however, teachers will use the time to support the children.

### Rules for Google Meet

- Mute before entering the meeting.
- Camera – you can decide whether to have this on or off.
- The meeting will be recorded as part of safeguarding protocols. If you join the meeting you consent to this.
- Everyone in your house should know your child is on a video call and consider their behaviour and dress if nearby.
- Try to sit where there is nothing in the background.
- Your child should be fully dressed. No pyjamas.
- Your child should be logged-in within earshot of their grown-ups at home.
- They are not to be in their bedrooms, please.
- The Google Meet is for the children and parents and carers should not be sitting next to the child, 'taking part' in any manner.
- Google Chat will be disabled unless the teacher asks children to contribute this way.
- All the children will remain muted unless they are asked to contribute.
- The teacher will let the children know how they can share their ideas.
- No child will be made to contribute if they are not comfortable.
- **If a child behaves inappropriately, the teacher will remove them from the meeting, and they will not be able to re-join the session.**

### Safeguarding Systems

- The teacher controls the access to the Google Meet, so no child can access the meeting before or after it has ended.
- The teacher will ensure all the children have left before they leave the meeting.
- The teacher, using the remove participant function, will remove any child who does not leave when requested.

- The teacher will turn off the 'Quick Access', 'share their screen' and 'send 'chat messages'.
- The teacher will present the "Rules" slide for the children to see on entry.
- The teacher will start the recording of the meeting.
- Participants will follow the Google Meet Rules and behaviour expectations at all times.
- If teachers have safeguarding concerns, these will be reported to the DSLs.
- If parents have any safeguarding concerns, they should report these to the school DSL via this email: [safeguarding@atwood.croydon.sch.uk](mailto:safeguarding@atwood.croydon.sch.uk)

### **Further Roles and Responsibilities (other than class or PPA teachers)**

#### **SLT are responsible for:**

- Co-ordinating, monitoring the quality of, and overseeing the consistency of, COVID home learning provision
- Tracking and monitoring the children who are self-isolating with support of the office staff
- Supporting staff and parents with home learning
- Ensuring the well-being of all the staff and children
- Ensuring all children have access to a home learning provision to meet the child's needs or circumstances.
- Planning the budget to ensure extra resources can be purchased to support home learning provision.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. (Data Protection Officer (**Michaela Groves**) & **Open Air**)

#### **The Inclusion Manager is responsible for:**

- Supporting teachers to adapt materials for children with specific needs
- Support 1:1 TAs to provide suitable learning materials for children with specific needs.
- Supporting parents with children with specific learning and behaviour needs.



## **Teaching Assistants**

Teaching assistants must be available between 9am – 3pm on their working days or in line with their contracted hours. During this time, they are expected to check work emails and be available when called upon to support the children with their learning.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely when requested by a class teacher or member of SLT. This might include phoning families, creating and posting resources and responding to children's learning.
- 1:1 TAs are expected to work with the class teacher and SENCO to provide suitable learning for the children they linked to and supporting the child (children) via Google Classroom learning or learning provided in different ways. This includes contacting the family via telephone on a weekly basis.
- Continuing professional learning development

If Teaching Assistants 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.

## **Subject Leaders**

Subject Leaders are responsible for supporting colleagues with ideas and resources for their subject responsibility.

## **Designated Safeguarding Lead (s)**

The DSL is responsible for: Maintaining contact, collating, passing on information and responding to any concerns.

## **IT support:**

Open-Air are responsible for:

- Ensuring all staff have remote access,
- Microsoft Teams and Loom work efficiently on all computers
- Hardware including, laptops and networked computers run smoothly and have the required software loaded as requested by the school
- Offering advice to the school about new software, systems which could support with remote learning.

**Remote Learning Leads** – are responsible for:

- Supporting parents and staff with fixing issues with systems used to set and collect work.(GD)
- Helping staff and parents with any technical issues they're experiencing (NG & GD)

- Reviewing the security of systems and flagging any data protection breaches to the data protection officer (GD & NG & MG)
- Liaising with Open Air, and LGFL to ensure the smooth running of G-Suite (GD)
- Keeping up to date with the latest best practice for remote learning. (GD & NG)

## **Governors**

The governors are 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 systems are appropriately secure, for both data protection and safeguarding reasons

## **Whole School Commitments:**

- To ensure all staff have access to the right tools for working from home.
- To reimburse staff for phone calls and set a system for facilitating this.

## **Resources:**

### **EEF Guidance Resources for Home Learning**

- [Checklist for schools for Home Learning provision](#)
- [Summary of Resources for Schools Home Learning Provision](#)
- [Best evidence on supporting students to learn remotely](#)
- [Research into Remote Learning Pedagogy](#)

## **Links to other policies (available on the website):**

Safeguarding / Child Protection Policy

Online Safety Policy / Acceptable Use Agreements

Behaviour Management Policy

Guidance For Safer Working Practice For Those Working With Children

Data Protection / GDPR Policy