Townley Primary School and Pre-School

Protocol for Remote Education

1. Aims

This Remote Education Protocol aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble

- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work

- Ensure that remote education is offered as soon as it becomes necessary

- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources

- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning

- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being

- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning

- Ensure that pupils engage in learning they would have completed had they been in school as normal

- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback

- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to

- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources

- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school

- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

3. Resources

Resources to deliver this Remote Education Plan include:

Microsoft Teams for Education wll be used to create a classroom environment for children from Year 1 to Year 6, all children have used their Teams Classroom in school and have a copy of their login details at home.

EYFS will be emailed access to the magazines from 'Can I go and Play Now?'

There will be additional materials on the class pages of the website for all children, including information for parents (this information was provided weekly on the newsletter throughout October 2020).

- "White Rose" maths videos will be used to support the remote teaching of maths each day
- Times table Rockstars, will be used daily by children in KS2
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- "Teams" will be used to teach concepts to the following age groups;
  Reception – a 5 to 10 minute "hello" once a week so that children can see their teacher and their friends
  Year 1/2 – a 15 to 20 minute weekly session to introduce a concept, also to be used for a general catch up
  Year 3/4 – "Teams" lessons for English or maths three times a week,
  Year 5/6 daily "Teams" lessons for maths or English five times a week. (For the protocols related to "Team" see RA files).

- Using the "Oak" classroom to supplement learning experiences
- Using online PE resources e.g. Joe Wickes or similar
- Printed learning packs will be used for those with no access to ICT, and for children we know did not engage with online learning during the previous lockdown if it is safe for school staff with business insurance, to access the school site (this is due to the significant distance some children live from the school).
- Parents will also be kept informed by email of any pertinent information about the school using the school website
- General information will be available to parents on the school website, for example updated guidance for parents from CEOPS about how to make sure their child is safe when they are learning at home online.
- Mrs Wordsmith Lessons will take place at least twice a week.
- Each class will have a daily class story, recorded on Teams (or Facebook for EYFS)for children to access.
- The class timetables are on Teams, and children will be encouraged to follow their usual timetable wherever possible.

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils from Year 1 to Year 6 will study the full range of subjects, where possible.

- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.

- Those who cannot attend school will access similar learning to that which their bubble is completing within school.

- Activities will be varied and not solely consist of 'screen time'; for example…

- Teachers will have access to a wide variety of resources to share remotely, such as White Rose, Cornerstones Resources, StoryTime phonics.

- Staff will have the training they need to provide online learning safely, including the use of Teams.

- All pupils will have access to the resources they need to learn. We will ensure this by calling each family at least weekly, and having a dedicated email address support@townley.cambs.sch.uk for additional support

- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by using Teams in school during the first half of the Autumn Term.

- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families. Children with SEN laptops will be able to have these at home. Work in partnership with other agencies will continue. Children with EHCPs who are non-verbal will have access to video calls, or socially distance doorstep visits by a key member of their support staff (TA/class teacher/SENDCO/Headteacher as appropriate). Annual views will take place virtually where parents are happy for this to continue.

- COVID catch-up funding will be used effectively to support children who have gaps to provide intervention, online tuition, additional teacher time as appropriate for individuals. This may be in school support during the day, or online after school if the bubble is still open and only a small number of children are being educated remotely. These groups will be dynamic and change according to need.

- Staff workload will be managed by school leaders talking to staff, ensuring there is ongoing communication and opportunity for staff to feedback any concerns

    Leaders will measure engagement in remote learning by by monitoring assignment feedback via Teams and through discussion with class teachers and use this information to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We have provided guidance to parents on how to use Teams.

Resources will be shared with pupils and parents via eSchools, the website and teams.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school via support@townley.cambs.sch.uk so that other arrangements can be made.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should remember that this applies when children are working on computers at home.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers will be provided with the necessary training on how to use Teams

When providing remote learning, teachers must be available during 9am and 3pm, on their usual working days.

Teachers unable to work for any reason during this time should notify the Headteacher, in advance.

When providing remote learning, teachers are responsible for:

- Setting work:
    - Teachers will set work for the pupils in their class
    - The work set should follow the usual timetable for the class had they been in school, wherever possible
    - Teachers will set work using Teams
    - Daily English and mathematics work and one other subject
- Providing feedback on work:
    - Work which is returned will have feedback provided by the teacher (or TA) supporting the child. This will be in line with our marking policy.
- Keeping in touch with pupils who aren't in school and their parents:
    - A rota is in place to ensure weekly telephone contact (as a minimum), with every family.
    - If there is a concern around the level of a pupil's engagement, the teacher should contact the family directly and notify the Headteacher.

- o Teachers should only use their school email address to communicate with parents and pupils. All parent/carer emails should come through eSchools letters home.

- o Teachers should respond to all parents within one school day. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking

- o Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Headteacher.

- o Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view

- Teachers will respond promptly to requests for support from families at home, by taking appropriate action depending on the nature of the request, or discussing this with the Headteacher to identify action required.

  - o Any complaints or concerns shared by parents or pupils or any safeguarding concerns, refer immediately to the Headteacher or DDSL.

- Staff who are required to self-isolate are expected to:

  - o Follow the normal reporting procedure for planned absence

  - o Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual

  - o Obtain a test and share the result of it with school so that appropriate plans can be made

  - o If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual 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 must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs

- Assisting the class teacher with supporting pupils

- Preparing home learning resources

- Undertake remote and/or online CPD training

- Attend virtual meetings with colleagues

- Communicate with parents

- Completion of work that accords with school improvement priorities

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENDCO

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.

- 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 required by pupils

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the class timetable.
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via the library, Teams, First News.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff

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
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters

- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device

- Making sure the device locks automatically if left inactive for a period of time

- Not allowing family or friends to use the device

- Storing the device securely to avoid theft

- Ensuring that anti-virus and anti-spyware software is up to date

- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on…

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding

- Behaviour policy

- Child protection policy

- Data protection policy and privacy notices

- Online safety acceptable use policy

- Digital and hardware Development Planning

- Code of Conduct

- GSWP