

St. Matthew's Church of England Primary School

Remote Learning Policy

Updated January 2021

This policy has been written by the school, building on national best practice, the Education Endowment Fund, Stockport Local Authority, the National College and the Department for Education including information from the following websites:

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/>

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

https://search3.openobjects.com/mediamanager/stockport/fsd/files/parent_and_carer_homeschool_toolkit.pdf

Rationale

In our inclusive school, we have created an environment where we celebrate our diversity and actively promote it as a strength of the school.

In order to maintain our safe, calm and positive atmosphere, which permeates the day to day life of the school and which is sympathetic to the children's cultural, ethnic and social needs, we have created an environment based on a sense of community and shared values where building and maintaining relationships is seen to be important – with '**Let Your Light Shine**' at the heart of our school ethos.

At St. Matthew's, we nurture every child's unique talents to enable them to flourish in a climate of high expectations, innovation and creativity. If children are unable to attend school due to closures, we are committed to providing remote learning opportunities to deliver a coherent range of curricular experiences which reflect those in the classroom. The policy outlined here reflects a clear commitment to maintaining the highest standards and progress through giving children access to remote learning activities which will meet their needs and builds on prior learning. The highly positive relationships which exist between teachers, parents and children and their parents is central to this.

Aims

This Remote Learning Policy for **staff** aims to:

- ensure consistency in the approach to remote learning for children who are not in school
- set out expectations for all members of the school community with regards to remote learning
- provide appropriate guidelines for data protection

This Remote Learning Policy for **children** aims to:

- have structured daily opportunities to connect with learners across the school week
- provide continuity of learning and skills development
- ensure planned opportunities to continue to develop standards and progress achievement
- ensure we get it right for every child and that all children in our school are safe, healthy, achieve well, nurtured, active, respected, responsible and included

Learning Outcomes

- develop an effective remote education programme that is aligned with in-school provision and curriculum planning
- recognise how remote education fits into school policies and legislative frameworks
- cultivate a whole school approach to remote education and understanding safeguarding requirements
- recognising the importance of effective communication and consideration for wellbeing
- understanding the impact of technology for teaching and its effective use in remote education

Roles and Responsibilities

The role of **staff** is to:

- provide a learning platform in which all children have the opportunity to engage
- promote an ethos of inclusion, respect, fairness and equality
- ensure that cyber resilience and internet safety is central to all digital technology use
- observe and monitor children's learning
- provide support and guidance for children
- keep abreast of research and the national agenda and demonstrate an ongoing commitment to professional learning
- engage with effective learning and teaching resources

The role of the **children** is to:

- participate in online learning and activities as published by their teachers
- ensure everyone feels valued, respected and included
- promote respect in relation to the rights of others
- contribute their views through Class Dojo
- offer peer support and guidance through shared learning

The role of **parents** is to:

- encourage children to access online learning and associated activities
- support the school values
- foster an open pathway of communication between the school and home where appropriate

Expectations for learning provision:

- teachers to follow class timetable as far as possible with reinforcement and consolidation of skills and concepts
- all classes will use Class Dojo and Google Meet to provide regular learning opportunities and feedback

- all classes will use the Class Dojo as a starting point for sharing work, supported by Google Meet and CGP workbooks which will be sent home with children that are learning at home
- all teachers are responsible for planning, assessment and for meeting the needs of all children

The following sets out criteria for remote learning. Teachers will provide:

- a daily literacy task
- daily maths activity
- a weekly range of other curriculum areas
- child led learning with relevant contexts for skills development and independent research opportunities
- a range of synchronous and asynchronous lessons in a blended format in the event of a class lockdown is the most beneficial

Asynchronous	vs	Synchronous
<p>Learners collect their learning materials and work through them at their own pace, responding when appropriate and able to.</p> <p>An example of this is using Flipgrid to respond to videos when it's suitable, possible and appropriate for learners.</p> <p>Benefits: Easier for students to manage, complete and parents to support.</p>	<p>Think carefully about which approach is most appropriate and manageable for your learners, parents and teachers.</p> <p>Trying to replicate your daily timetable online is likely to be unsuccessful and add extra pressure.</p>	<p>Learners receive their learning at a specific time and work through them at the time they would during a normal lesson, responding then.</p> <p>An example of this is using live video conferencing and trying to deliver a lesson remotely as if you were in the classroom.</p> <p>Drawbacks: High pressure. High stakes. More difficult to support and deliver.</p>
<p>For more support and ideas contact @ICTEvangelist or @ITLWorldWide</p>		
<p>ICT EVANGELIST independent thinking </p>		

Practical Information

- When working remotely, teachers are available to support learning and give feedback. If the teacher is teaching in school, they will not be able to support pupils working remotely in the same way. If a teacher is unable to provide learning for the day due to their own or a family member's illness, another member from the phase will provide this. The teacher should report the illness to Stephen Murphy, Headteacher.
- The portfolios on Class Dojo are used to enable children and parents to submit evidence of their learning. Teachers are then able to assess and track all learning submissions.
- Where web-based activities do not offer a tracking/assessment function then children should record their progress and share with the teacher. This could be in a document, discussion or a screenshot of the result.
- There will be regular dialogue with children to give direction, feedback and provide an opportunity for pupils to ask questions.

- A number of well-established websites have been identified to use for remote learning, for example:
 - Oak National Academy:
<https://www.thenational.academy/>
 - BBC Bitesize:
<https://www.bbc.co.uk/bitesize>
 - TT Rockstars:
<https://trockstars.com/>
- Teachers and support staff will keep in regular contact with children who are remote learning via Class Dojo, Google Meet and phone calls to check-in. Parents of children who are not evidencing remote learning on Class Dojo will be called to discuss any barriers to accessing remote learning and supported to overcome any difficulties.

Top Tips for Remote Learning

- Present new information in small chunks
- Provide worked examples
- Check for understanding using low stakes testing (quizzes etc)
- Provide feedback to small groups or whole classes

Attending virtual meetings with staff, governors, parents and pupils

- Staff and children must be dressed appropriately during video calls
- Children should be supervised when attending live lessons
- Staff and children should follow the 'Live Lesson Protocols' when logging on to a live lessons

Safeguarding children and their families

- Staff will follow safeguarding guidance when working in school and remotely.
- Any concerns should be recorded on CPOMS. Immediate concerns should be passed directly to one of the safeguarding team.

Guidance for Support Staff

When assisting with remote learning, support staff are responsible for:

- supporting children who aren't in school with learning remotely
- making resources that could be used with children once you return to school
- attending virtual meetings with staff, parents and children
- attending online CPD

Professional Development

During a longer period of lockdown, it may be necessary to use this opportunity to develop your continued professional development by accessing courses and training relevant to your post and your own specific learning needs.

Some examples:

Staff could access professional development materials through platforms such as Learning Leads, EAL and NCETM training materials. Subject Leaders will ensure that all staff know how to log in and access the training materials.

Subject Leaders

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, and deadlines are being set an appropriate distance away from each other
- monitoring the remote work set by teachers in their subject by monitoring planning on the school website and Class Dojo
- alerting teachers to resources they can use to teach their subject remotely

Senior Leaders

Alongside any teaching responsibilities, members of the Senior Leadership team are responsible for:

- co-ordinating the remote learning approach across the school
- monitoring the effectiveness of remote learning – this will be by monitoring work set on the Class Dojo and monitoring the work that the children send into school via Class Dojo as a weekly sample check
- regular check-ins with teachers and subject leaders either by telephone, email and Google Meet
- monitoring the security of remote learning systems, including data protection and safeguarding considerations

Safeguarding

All staff have a responsibility to respond to safeguarding matters as outlined in the school's safeguarding policy. Safeguarding incidents should be recorded on CPOMS. Urgent matters should be referred to school immediately by telephone.

IT staff

School is supported by AVA, for internet problems they can be contacted by telephoning 0161 474 4100 or emailing ictschoools.support@stockport.gov.uk : for email support they can be contacted by telephone on 0161 474 2239 or email support@ava.stockport.gov.uk

IT staff are responsible for:

- fixing issues with systems used to set and collect work
- 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
- Suzanne Bollington, Business Manager, can be contacted during working hours to assist with in school issues during the working week

Governing Board

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

Data Protection

Accessing personal data

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

- use the school's remote learning platforms: Class Dojo and/or the school website. This will be used in-line with the school's Safeguarding Children policy and Acceptable Use Policy
- personal details of children must **never** be saved onto a pen drive or personal device
- staff should use laptops or iPads provided by school
- personal details such as personal phone numbers must not be shared

Processing personal data

Staff members should not need to collect and/or share personal data such as names and addresses as these are available on SIMS, which can be accessed remotely.

Personal information may need to be shared with agencies such as Social Workers or health professionals.

Staff are reminded to collect and/or share as little personal data as possible online, all personal information must be password protected.

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 any portable storage devices such as a 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 – the device is solely for the use of the staff member and solely for school business

- keeping operating systems up to date – always install the latest updates

Monitoring arrangements

This policy will be reviewed biannually by the Headteacher and Governing Board

Links with other policies and documents:

Covid-19 Risk Assessment

Interim Phase Action Plan

Behaviour policy

Safeguarding Children policy

Data protection policy

Home-School agreement – Parent / Child Acceptable Use policy

Social Media policy

S. Murphy

January 2021