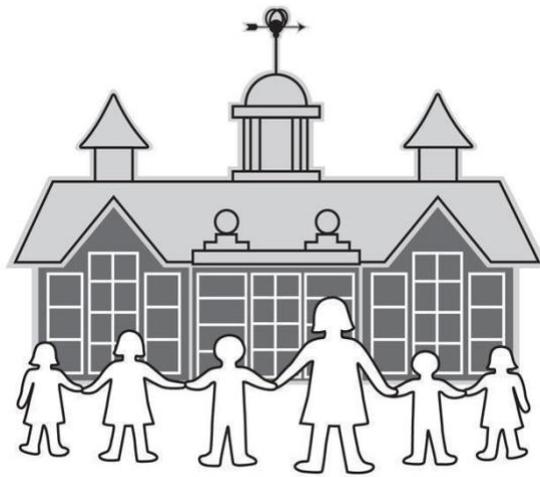


North Ealing Primary School



Remote Learning Policy February 2021

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Remote Learning Policy

This policy complies with the expectations and principles outlined in the Department for Education (DfE) document [Guidance for Full Opening of Schools](#). It should be used by our North Ealing community in the event of individual isolation, partial or full closure and acts as guidance for staff, parents and pupils around expectations of remote learning.

1. Our Mission Statement:

At North Ealing Primary we inspire and nurture all our children to become aspirational, lifelong learners through an inclusive, ambitious and engaging curriculum.

2. Aims

Our aim is to offer high quality and broad remote learning opportunities with a mix of online and offline resources.

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school due to Covid 19 related closure or absence through the use of quality online and offline resources
- Provide clear expectations to members of the school community with regard to the delivery of high quality and interactive remote learning
- Include the continuous delivery of the school curriculum while looking after the mental health and wellbeing of all pupils (recovery curriculum)
- Support pupil's motivation for learning
- Provide parents with appropriate and available resources and tools so that they are better able to support their child's learning at home
- Provide for the continued professional development needs of staff
- Ensure ongoing effective communication between the school and families

A rapid evidence assessment undertaken by the Education Endowment Foundation (EEF) aimed to investigate methods that schools could use to support remote learning during school closures caused by the 2020 coronavirus pandemic (Covid-19). The review sought to find the best evidence behind the wide array of approaches that schools might choose to use during the crisis.

The EEF found that:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, particularly for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different tasks and types of content

3. Who is this policy applicable to?

- a) A pupil (and siblings as applicable), who is self-isolating because of a positive Covid-19 test within the household.
- b) An entire hub that is not permitted to attend school because a pupil and/or member of staff has tested positive for Covid-19.
- c) A whole cohort that is self-isolating because of a coronavirus outbreak.
- d) Whole school closure due to local or national lockdown

4. Content and tools to deliver our remote learning curriculum include:

Teachers will set appropriate work in line with our current NEPS curriculum, supplemented by a range of resources provided on other websites.

Teachers recognise that younger pupils and those with SEND may not be able to access remote education without adult support and so a range of activities will be offered and the remote learning curriculum will be age appropriate.

Resources to deliver this Remote Education Plan include:

- Google Classroom
- Live lessons
- Recorded lessons
- Phone calls home
- Printed learning packs
- Physical materials such as story books and exercise books
- Use of BBC Bitesize, Oak Academy, White Rose maths and other resources

Curriculum Coverage

This will vary according to the number of pupils and staff isolating and availability and wellbeing of the teachers

Mathematics

White Rose and Power Maths resources will be used as they are matched to our current mathematics curriculum model.

Websites such as Maths Playground and Timestable.co.uk will be used to support the acquisition and retention of timetables.

English

Phonics (Read Write Inc) - pupils in the EYFS and KS1 will access structured phonics lessons - these will include the use of Read Write Inc resources.

Reading - Pupils will be expected to continue to read each day and complete their reading records where appropriate. Links to access online reading books will be placed on Google Classroom, e.g. <https://www.getepic.com/books>. When pupils are reading a class novel and this links to their writing tasks, the text will be made available where possible.

Spelling - Pupils will access their spellings for the week through Google Classroom. They may be required to complete activities related to these.

Writing - Regular writing tasks will be placed in Google Classrooms with written instructions.

Grammar - Grammar lessons to complement our writing curriculum will be available on Google Classroom.

Science, RE, Geography/History, Art & Design/Design & Technology & Computing

Activities and resources for these subjects will be provided to reflect the school's curriculum as far as is possible. Our e-safety curriculum will be delivered using a range of resources including [thinkuknow](#) and [Cyberpass](#) units on LGfL.

Music and Spanish

Online lesson activities in line with our curriculum will be set by our specialist teachers using fun, interactive websites such as [BBC Primary Music](#) and [Duo lingo](#).

PE

Teachers will continue to plan opportunities for physical activity and movement breaks throughout the day in line with our usual daily routines at school. Links to 'Real PE' challenges will be shared.

Assessment

Pupils are expected to complete tasks set on Google Classroom and upload outcomes, when requested, so that appropriate feedback can be provided.

Teachers will be able to carry out formative assessments in line with our teaching and learning policy through pupil participation online. When appropriate, the teacher may share the answer sheet for pupils or their parents/carers to mark their work. Pupils may be asked to share their thoughts via Google Classroom or write a self-reflection of how they find the tasks so that teachers are able to amend lessons accordingly.

Summative assessments will be carried out once the pupils are back in school. These will be timely and administered when staff feel pupils are ready.

Teachers will continue to give merit points for exceptional work and effort in order to motivate and engage.

5. Roles and responsibilities

5.1. Teachers

Our school will provide refresher training sessions and induction training for new staff on how to use Google Classroom.

CPD will continue to be delivered and should be attended by staff where possible.

When providing remote learning, teachers must be available between the hours of 8.30am and 3.30pm.

If teachers 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 reporting procedures. This may have an impact on the provision provided for a particular class/hub or year group.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work on Google Classroom for the pupils in their classes/year group
 - Teachers will deliver a number of live and recorded lessons via Google Classroom
 - The lessons and work set will follow the agreed timetable (see school website) for the pupils/class.
 - The timetable is in line with the timetable had pupils been in school
 - A daily timetable, the work and expectations will available in google classroom before 9:00 am each day
 - The amount of work set will be dependent on the number of teachers available to work
 - Where possible, work set will be differentiated to meet the need of all pupils
 - Pupils with SEND will be directed to work on Google classroom at the appropriate level and should complete the work online in line with whole school expectations

- Providing feedback on work:
 - Work completed should be uploaded to Google Classroom whenever possible
 - Priority on feeding back to pupils must be given to the core areas i.e: reading, writing, maths and science. Typically, tasks related to English and maths should be completed in the morning
 - Feedback will be in the form of comments on Google Classroom
 - Feedback in other curriculum areas may also be given

- In some cases, class discussion will be used for feedback or to support pupils in completing tasks
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil, parents should be contacted via phone to assess whether school intervention can assist engagement
 - All parent/carer emails should go through the school office
 - Any complaints or concerns shared by parents or pupils must be reported to a member of the senior leadership team
 - Any safeguarding concerns, must be referred immediately to the designated safeguarding lead (DSL)
- Attending meetings with parents, staff must:
 - Ensure that you are wearing professional dress
 - Ensure you are in a suitable location where you will not be interrupted
 - Avoid areas with background noise and ensure that there is nothing inappropriate in the background (blurred if possible)
- Live lessons:
 - Follow the same guidance for attending meetings with parents
 - Schedule any sessions beforehand, and be the first to attend
 - Outline what equipment, if any, is needed by pupils (beforehand)
 - Record all lessons and store these in line with our data protection policies
 - Outline our behaviour expectations at the start of each session
 - End the sessions so that no pupils are left to video chat without adult supervision

5.2. Teaching Assistants

Teaching assistants must be available during their contractual 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 reporting procedures.

During the school day, teaching assistants must complete tasks as directed by their line manager or a member of the SLT and follow the relevant guidance above set out for the teachers. When assisting with remote learning, teaching assistants may be responsible for:

- working 1:1 with a child or with a small group - supporting them in accessing and completing appropriate remote learning
- supporting the teacher in monitoring remote learning and contacting individual children/parents as directed by the classteacher
- supporting teachers in delivering lessons within the classroom and in group work beyond the classroom

- Attending virtual meetings with teachers, parents and pupils

5.3. Phase leaders and Senior team

Alongside any teaching responsibility, senior leaders are responsible for:

- Ensuring parents are notified of the reason for isolation and remote learning expectations
- Co-ordinating the remote learning approach across the school, including regular monitoring of levels of pupil engagement
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing the work set or gathering feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the SENDCo and other organisations to make any alternate arrangements for pupils with EHC plans. There must be regular contact with the SENDCo and class teacher
- Identifying the level of support required for individual pupils with SEND

5.4. Designated Safeguarding Lead (DSL)

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.
- The DSL is responsible for ensuring support is in place for pupils in vulnerable groups (e.g. online resources, regular contact and links with agencies).

5.5. Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadlines set by teachers
- Seek help if they need it from school staff
- Alert teachers if they are not able to complete work

There should be no recordings made by pupils or parents of any lessons or conversations had on Google Classroom.

- For live lessons:
 - Be punctual to sessions
 - Dress appropriately
 - Follow our school Behaviour for learning policy
 - Use the mute microphone option during the video lesson, unless invited otherwise by the teacher
 - Be in a safe & appropriate setting, using blurred backgrounds where possible
 - Not use the platform to message fellow pupils outside of the session
 - Ensure they have all necessary equipment and resources for the session

- Raise any personal concerns or issue outside of the live lesson

Staff can expect parents with pupils learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work using the usual absence procedure (contacting the school office)
- Seek help from the school if they need it
- Only use Google classroom for curriculum related correspondence.
- Be respectful when making any complaints or raising concerns. These should be sent to the school office and not dealt with on Google classroom (See complaints procedure on the school website)
- During live lessons:
 - Not interrupt the session at any time
 - Not join the lesson if their child is not with them
 - Ensure their child is appropriately dressed
 - Support their child in understanding the behaviour expected during the live lessons
 - Ensure their child is in a safe and appropriate setting for the lesson
 - Ensure their child is not in a 1:1 chat with other learners.
 - Be mindful of the confidentiality of all the learners involved.
 - Raise any concerns with the teacher or school immediately.

5.6. Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that the quality of 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

6. Data protection

6.1 Accessing and sharing personal data

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

- As far as possible, use school issued devices to conduct any work related to school where personal data is used. If this is not possible then they must use school issued encrypted USBs
- Adhere to the school's Data Protection and Information Sharing Policy
- Collect and/or share as little personal data as possible online

6.2 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
- 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

6. Home and School Partnership

North Ealing Primary School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning may look different for different families in order to suit their individual needs.

Our school will provide a refresher online guidance and induction for parents on how to login and use Google Classroom.

Where possible, it is beneficial for pupils to maintain a regular and familiar routine. We therefore strongly recommend that each 'school day' is well structured and that parents support their children, including finding an appropriate place for them to work and concentrate in.

Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents must contact the school office and alternative solutions will be considered. These will be discussed on a case by case basis.

Our school Home School Agreement should be read and agreed by all parents and carers.

7. E -Safety

During the current situation, pupil screen time has increased significantly, both for home learning and personal use. The school is committed to keeping children safe online and to ensuring positive online interaction between teachers, parents and pupils. Some work is set which is not computer-based, to allow pupils learning time away from screens.

Pupils will be taught:

- Appropriate online behaviour
- How to evaluate what they see online
- How to identify online risks
- How to recognise techniques used for persuasion
- How and when to seek support

In school, we are able to restrict access to sites but, at home, pupils may be able to find material that is unsuitable. Parents are encouraged to read some of the safety tips for keeping their children safe whilst online. These can be found on our school website.

<https://www.northealingprimary.org/online-safety/>

8. Links with other policies and development plans

This policy is linked to other policies and procedures related to:

Safeguarding Policy

Behaviour for Learning Policy

Child Protection Policy

Data protection and privacy notices

Online Safety and Acceptable use policies

Home School Agreement

Teaching and Learning Policy

Remote Learning Parent Information

September 2020 (to be reviewed termly)