

# Gwladys Street Community Primary and Nursery School

## Remote Learning Policy



Approved by:

Date: September 2020

Last reviewed on:

Next review due by:

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## Introduction

To support the writing of this document, we have surveyed parents/ carers and pupils about the devices and internet provision available to them.

As lockdown restrictions are eased, we are planning for the academic year ahead. The process of welcoming back our children will be really positive, but with the threat of local restrictions being applied at any given time we are considering our approach to 'Home Learning' as part of our strategy, at home, as well as in school.

It is now important to think about what the 'new norm' might look like. Setting up our home learning allows for both school-based and remote learning environments to work hand in hand, helping children to learn and achieve. This will ensure that any local or national lockdowns of school premises in the future will be met with effective response.

With the possibility of future local or national lockdowns, the DFE have defined keeping education going must remain a high priority.

As a key part of our Home Learning we also need to continue to consider online safety. This will include appropriate pathways for children, young people and their families to report safeguarding concerns arising through work.

Some children have really benefited from being able to access content online and replay and listen to things again. We want to balance being able to provide this to children at home and in school with workload for staff.

This document sets out our approach to home learning.

Whilst the content, presentation and timing is consistent, we recognise that pupils may be sharing devices, and are dependent on the routines of adults to be able to access. Content will be posted in a way that allow access when

## 1. Aims

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

The focus is on ensuring that absent pupil do not fall further behind

The content of home learning needs to match the learning happening in class. This is to ensure a seamless transition back to school

Home learning should be differentiated to support particular pupils

It is a legal requirement for pupils to continue to be provided with an education in the event of a lockdown. Safeguarding is a top priority.

Any pupils not engaging in home learning will be signposted to the SLT and safeguarding team. If a pupil is unwell this concern will be reallocated to the attendance officer to monitor

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 8:45am – 3:45pm.

If they're 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.

When providing remote learning, teachers are responsible for:

- Ensuring work for absent pupils is set and available by 9:00am the 2<sup>nd</sup> day of absence
- Please see Appendix A for details of actions to be taken
- Attending virtual meetings with staff, parents and pupils, staff are expected to follow the schools dress code policy and ensure that meetings are held in appropriate rooms thinking carefully about surrounding décor and displays.
  - All telephone conversations MUST be logged on CPOMS and SLT linked to oversee any safeguarding or behaviour concerns

### Marking and feedback

- Feedback will be given through Class Dojo either written or via point system
- All paperwork returned after isolation will be left for 24 hours then marked by the class teacher and feedback given to pupil
- Verbal feedback to be given over the telephone during the isolation period

### 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9:00am – 3:45pm

If they're 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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting Teaching Staff to copy paper based home learning packs
- Make Welfare calls (during school hours) when directed

### 2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Supporting teachers by signposting resources for home learning.
- Monitor planning and provide supportive feedback to staff.
- Monitor work being provided to ensure it is age appropriate and meets the National Curriculum objectives using the schools monitoring systems.

- Produce written reports for SLT informing them of findings from monitoring of the subject.

## **2.4 SENDCo**

- Make monthly telephone calls to parents of pupils on the SEND register and provide advice and support for individual pupils
- Continue to provide advice and support for staff.
- Continue to update information on the school website, signposting parents/carers to support and agencies
- Ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Inclusion Manager and Head Teacher and other organisations to make any alternate arrangements for pupils with EHC plans
- Identify the level of support needed
- SALT – To provide sessions via Zoom (as per first lock down)

## **2.5 English as an Additional Language**

- Class teachers will provide additional resources as per their usual classroom practice.
- EAL Lead to monitor provision for all EAL pupils and provide support for class teachers

## **2.6 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through accessing remote learning platforms as super users and providing guidance and feedback to teaching staff
- Produce questionnaire, analyse and report on pupil and parent feedback
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **2.7 Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns.

In addition they are responsible for:

- Making Welfare calls to parents and log conversations on CPOMS linking SLT
- Contacting vulnerable pupils at least twice a week
- Keep SLT informed of any safeguarding issues through CPOMS and verbally (phone call)
- Continue to engage in virtual meetings on line with Social Workers and attend meetings for child reviews

## **2.8 IT staff**

IT staff are responsible for:

- Ensure any Government or Local Authority Voucher Schemes are implemented and distributed to parents and carers
- Fixing issues with systems used to set and collect work

- Helping staff and parents 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
- Assisting pupils and parents with accessing the internet or devices

## 2.9 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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
- Work safely online following Internet Safety guidance provided by school

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## 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

## Parents and Carers

Parents and Carers are responsible for;

- Inform school if your child does not have access to a device or the internet so paper copies can be provided
- Ensuring your child does not fall behind in the learning
- Listening to or encouraging your child to read daily and engage in home learning activities

## 3. Who to contact

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the SLT
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager or Mental Health Champions
- Concerns about data protection – talk to the data protection officer

- Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Only use school devices

### 4.2 Processing personal data

Staff members are to only use Class Dojo or Google Classroom to provide Remote Learning and no personal emails or teacher emails are to be shared.

Parents/ carers are to email the school office for support [admin@gwladysstreet.com](mailto:admin@gwladysstreet.com) and emails will be forwarded to class teachers, responses from the class teacher will be emailed to the school office to reply to parents or teachers will make telephone calls to parents/ carers from school using school phones. Conversations will be recorded on CPOMS

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

### 4.3 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)
- Have 2 step verification systems activated
- Ensuring the 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

Whilst working at home and or whilst engaged in remote learning, all school staff must adhere to the school's Safeguarding/Child Protection Policy and statutory guidance for 'Keeping Children Safe in Education'. All staff must continue to follow the school Code of Conduct when working remotely.

Key points for this document;

- Staff will not send private message to children
- Safeguarding is a key priority. Parents will be signposted to online safety content on keeping their children safe regularly

## **6. Monitoring arrangements**

This policy will be reviewed monthly by SLT with feedback from Teaching Staff. At every review, it will be approved by SLT and the Governing Body.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1

**GWLADYS STREET COMMUNITY PRIMARY AND NURSERY SCHOOL**

**CONTINGENCY PLAN FOR REMOTE LEARNING**

	<b>IT BASED</b>	<b>PAPER BASED</b>
<b>Nursery</b>	<p><b>Class Dojo – Main vehicle to set tasks</b></p> <p><b>Arts and Crafts activity – 1 per week</b></p> <p><b>Phonics</b></p> <p><b>Handwriting video – Teacher modelled 2 x per week</b></p> <p><b>CBeebies – Watch and Sing (Phonics – 1 per day)</b></p> <p><b><a href="https://stories.audible.com/">https://stories.audible.com/</a> - 3 audible stories 1 x per week</b></p> <p><b>Cbeebies – Number blocks videos</b></p> <p><b>Speech Link games</b></p> <p><b>Oak Academy – online lessons</b></p> <p><b>Mental Health and Wellbeing – Share Big Ideas videos and assign discussion questions</b></p>	<p><b>Class Dojo – Main vehicle to set tasks</b></p> <p><b>Arts and Crafts activity – 1 per week</b></p> <p><b>Phonics Worksheet – 2 per week</b></p> <p><b>Flash cards (letters and sounds)</b></p> <p><b>Handwriting – worksheet 2 x per week</b></p> <p><b>Story books from school</b></p> <p><b>Topic based play task – 1 per week</b></p> <p><b>Speech Link</b></p> <p><b>Speech Link games</b></p> <p><b>Mental Health and Wellbeing – Calm Central paper based activities – 1 per week</b></p>

<p>Reception</p>	<p><b>Class Dojo - Main vehicle to set tasks</b></p> <p><b>Arts and Crafts activity – 1 per week</b></p> <p><b>Handwriting video – Teacher modelled 2 x per week</b></p> <p><b>CBeebies – Watch and Sing (Phonics – 1 per day)</b></p> <p><b><a href="https://stories.audible.com/">https://stories.audible.com/</a> - 3 audible stories 1 x per week</b></p> <p><b>Cbeebies – Number blocks videos</b></p> <p><b>Speech Link games</b></p> <p><b>Oak Academy – online lessons</b></p> <p><b>Mental Health and Wellbeing – Share Big Ideas videos and assign discussion questions</b></p>	<p><b>Power Maths</b></p> <p><b>Arts and Crafts activity – 1 per week</b></p> <p><b>Phonics Worksheet – 2 per week</b></p> <p><b>Flashcards</b></p> <p><b>Handwriting – worksheet 2 x per week</b></p> <p><b>Story books from school</b></p> <p><b>Topic based play task – 1 per week</b></p> <p><b>Speech Link games</b></p> <p><b>Mental Health and Wellbeing – Calm Central paper based activities – 1 per week</b></p> <p><b>Active Maths and English</b></p>
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<p><b>Y1</b></p>	<p style="text-align: center;"><b>Class Dojo</b></p> <p style="text-align: center;"><b>SPAG online – 2 per week</b></p> <p style="text-align: center;"><b>TT ROCKSTARS – 3 days per week</b></p> <p style="text-align: center;"><b>Accelerated Reading – once per week</b></p> <p style="text-align: center;"><b>Handwriting video – Teacher modelled 2 x per week</b></p> <p style="text-align: center;"><b>Writing composition – 1 per week</b></p> <p style="text-align: center;"><b>IDL – Spelling 2 x per week for 10 mins or more</b></p> <p style="text-align: center;"><b>Speech Link personalised</b></p> <p style="text-align: center;"><b>Oak Academy – online lessons</b></p> <p style="text-align: center;"><b>Mental Health and Wellbeing – Share Big Ideas videos and assign discussion questions</b></p>	<p style="text-align: center;"><b>Power Maths</b></p> <p style="text-align: center;"><b>Head start Comprehension – 1 per week</b></p> <p style="text-align: center;"><b>Head start SPAG – 2 per week</b></p> <p style="text-align: center;"><b>Writing composition – Teacher to provide model then pupils apply skill (link to SPAG) – 1 per week</b></p> <p style="text-align: center;"><b>Handwriting – worksheet 2 x per week</b></p> <p style="text-align: center;"><b>Power projects – 1 x per week</b></p> <p style="text-align: center;"><b>Weekly spelling list and test</b></p> <p style="text-align: center;"><b>Speech Link personalised</b></p> <p style="text-align: center;"><b>Mental Health and Wellbeing – Calm Central paper based activities – 1 per week</b></p> <p style="text-align: center;"><b>Active Maths and English</b></p>
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<p><b>Y2</b></p>	<p><b>Class Dojo</b></p> <p><b>SPAG online – 2 per week</b></p> <p><b>TT ROCKSTARS – 3 days per week</b></p> <p><b>Accelerated Reading – once per week</b></p> <p><b>Learning By Questions – 1 x English, 1 x Maths, 1 x Science, 1 x Geography and 1 x History per week</b></p> <p><b>IDL – Spelling 2 x per week for 10 mins or more</b></p> <p><b>Speech link personalised</b></p> <p><b>Oak Academy – online lessons</b></p> <p><b>Mental Health and Wellbeing – Share Big Ideas videos and assign discussion questions</b></p>	<p><b>Power Maths</b></p> <p><b>Multiplication Table</b></p> <p><b>Head start Comprehension – 1 per week</b></p> <p><b>Head start SPAG – 2 per week</b></p> <p><b>Writing composition – Teacher to provide model then pupils apply skill (link to SPAG) – 1 per week</b></p> <p><b>Handwriting – worksheet 2 x per week</b></p> <p><b>Power projects – 1 x per week</b></p> <p><b>Weekly spelling list and test</b></p> <p><b>Speech link personalised</b></p> <p><b>Mental Health and Wellbeing – Calm Central paper based activities – 1 per week</b></p> <p><b>Active Maths and English</b></p>
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<p><b>Y3</b></p>	<p><b>Class Dojo</b></p> <p><b>SPAG online – 2 per week</b></p> <p><b>TT ROCKSTARS – 3 days per week</b></p> <p><b>Accelerated Reading – once per week</b></p> <p><b>Learning By Questions – 1 x English, 1 x Maths, 1 x Science, 1 x Geography and 1 x History per week</b></p> <p><b>Spanish – JMB Education – online slides &amp; resources</b></p> <p><b>IDL – Spelling 2 x per week for 10 mins or more</b></p> <p><b>Speech link personalised</b></p> <p><b>Oak Academy – online lessons</b></p> <p><b>Mental Health and Wellbeing – Share Big Ideas videos and assign discussion questions</b></p>	<p><b>Power Maths</b></p> <p><b>Multiplication Table</b></p> <p><b>Head start Comprehension – 1 per week</b></p> <p><b>Head start SPAG – 2 per week</b></p> <p><b>Writing composition – Teacher to provide model then pupils apply skill (link to SPAG) – 1 per week</b></p> <p><b>Handwriting – worksheet 2 x per week</b></p> <p><b>Power projects – 1 x per week</b></p> <p><b>Spanish – weekly worksheets from FLA (SIL)</b></p> <p><b>Weekly spelling list and test</b></p> <p><b>Speech link personalised</b></p> <p><b>Mental Health and Wellbeing – Calm Central paper based activities – 1 per week</b></p> <p><b>Active Maths and English</b></p>
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<p><b>Y4</b></p>	<p><b>Class Dojo</b></p> <p><b>SPAG online – 2 per week</b></p> <p><b>TT ROCKSTARS – 3 days per week</b></p> <p><b>Accelerated Reading – once per week</b></p> <p><b>Learning By Questions – 1 x English, 1 x Maths, 1 x Science, 1 x Geography and 1 x History per week</b></p> <p><b>Spanish – JMB Education – online slides &amp; resources</b></p> <p><b>IDL – Spelling 2 x per week for 10 mins or more</b></p> <p><b>Speech link personalised</b></p> <p><b>Oak Academy – online lessons</b></p> <p><b>Mental Health and Wellbeing – Share Big Ideas videos and assign discussion questions</b></p>	<p><b>Power Maths</b></p> <p><b>Multiplication Table</b></p> <p><b>Head start Comprehension – 1 per week</b></p> <p><b>Head start SPAG – 2 per week</b></p> <p><b>Writing composition – Teacher to provide model then pupils apply skill (link to SPAG) – 1 per week</b></p> <p><b>Handwriting – worksheet 2 x per week</b></p> <p><b>Power projects – 1 x per week</b></p> <p><b>Spanish – weekly worksheets from FLA (SIL)</b></p> <p><b>Weekly spelling list and test</b></p> <p><b>Speech link personalised</b></p> <p><b>Mental Health and Wellbeing – Calm Central paper based activities – 1 per week</b></p> <p><b>Active Maths and English</b></p>
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<p><b>Y5</b></p>	<p><b>Class Dojo</b></p> <p><b>SPAG online – 2 per week</b></p> <p><b>TT ROCKSTARS – 3 days per week</b></p> <p><b>Accelerated Reading – once per week</b></p> <p><b>Learning By Questions – 1 x English, 1 x Maths, 1 x Science, 1 x Geography and 1 x History per week</b></p> <p><b>Spanish – JMB Education – online slides &amp; resources</b></p> <p><b>IDL – Spelling 2 x per week for 10 mins or more</b></p> <p><b>Speech link personalised</b></p> <p><b>Oak Academy – online lessons</b></p> <p><b>Mental Health and Wellbeing – Share Big Ideas videos and assign discussion questions</b></p>	<p><b>Power Maths</b></p> <p><b>Multiplication Table</b></p> <p><b>Head start Comprehension – 1 per week</b></p> <p><b>Head start SPAG – 2 per week</b></p> <p><b>Writing composition – Teacher to provide model then pupils apply skill (link to SPAG) – 1 per week</b></p> <p><b>Handwriting – worksheet 2 x per week</b></p> <p><b>Power projects – 1 x per week</b></p> <p><b>Spanish – weekly worksheets from FLA (SIL)</b></p> <p><b>Weekly spelling list and test</b></p> <p><b>Speech link personalised</b></p> <p><b>Mental Health and Wellbeing – Calm Central paper based activities – 1 per week</b></p> <p><b>Active Maths and English</b></p>
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<p><b>Y6</b></p>	<p><b>Class Dojo</b></p> <p><b>SPAG online – 2 per week</b></p> <p><b>TT ROCKSTARS – 3 days per week</b></p> <p><b>Accelerated Reading – once per week</b></p> <p><b>Learning By Questions – 1 x English, 1 x Maths, 1 x Science, 1 x Geography and 1 x History per week</b></p> <p><b>Spanish – JMB Education – online slides &amp; resources</b></p> <p><b>IDL – Spelling 2 x per week for 10 mins or more</b></p> <p><b>Speech link personalised</b></p> <p><b>Oak Academy – online lessons</b></p> <p><b>Mental Health and Wellbeing – Share Big Ideas videos and assign discussion questions</b></p>	<p><b>Power Maths</b></p> <p><b>Multiplication Table</b></p> <p><b>Head start Comprehension – 1 per week</b></p> <p><b>Head start SPAG – 2 per week</b></p> <p><b>Writing composition – Teacher to provide model then pupils apply skill (link to SPAG) – 1 per week</b></p> <p><b>Handwriting – worksheet 2 x per week</b></p> <p><b>Power projects – 1 x per week</b></p> <p><b>Spanish – weekly worksheets from FLA (SIL)</b></p> <p><b>Weekly spelling list and test</b></p> <p><b>Speech link personalised</b></p> <p><b>Mental Health and Wellbeing – Calm Central paper based activities – 1 per week</b></p> <p><b>Active Maths and English</b></p>
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**\*\* All home learning activities to be linked to objectives and themes of learning taking place in each**

**\*\* SIL (School Improvement Liverpool)**

**A. For pupils in self-isolation**

### **Teacher contact online**

**Feedback through class Dojo**

**Personal comment twice a week**

**Regular Dojos given for praise**

### **Teacher contact (paper based learning)**

**Pack sent out immediately when child goes into isolation**

**Telephone call one per week (from Class Teacher, Teaching Assistant or other school staff such as SENCO or Mentors)**

## **B. Bubble isolation**

### **Teacher contact online**

**Daily feedback through class Dojo**

**Personal comment every day on tasks completed**

**Regular Dojos given for praise**

### **Teacher contact (paper based learning)**

**Pack sent out immediately when child goes into isolation**

**Telephone twice per week (from Class Teacher, Teaching Assistant or other school staff such as SENCO or Mentors). There are two spare school telephones that will be distributed to class teachers who are self-isolating.**

## **C. Partial school lockdown**

**As per scenario B**

**Telephone calls will also be carried out by SLT who have access to school telephones.**

## **D. Whole school lockdown**

**As per scenario B**

**Telephone calls will also be carried out by SLT who have access to school telephones.**

## **SEND**

**SALT – To provide sessions via Zoom (as per first lock down).**

**Individualised learning through IDL**

**Spellings, SPAG are all differentiated to meet the needs of the child**

**SENCO to make monthly telephone calls to pupils on SEND register and provide advice and support for individual pupils.**

**SENCO to continue to provide advice and support for staff.**

**SENCO to continue to update information on the school website, signposting parents/carers to the correct**

## **Marking and feedback**

**Class Dojo allows instant marking and feedback.**

**All paper work returned after isolation to be marked by the class teacher and feedback given to pupil.**

**Verbal feedback to be given over the telephone during the isolation period.**

## **EAL**

**Class teacher to provide additional resources as per their usual classroom practice.**

**EAL Lead to monitor provision for all EAL pupils and provide support for class teachers.**

**Resources:**

**1 x Exercise Book/Jotter**

**Stationary – 2 pencils and a ruler**

**Maths Packs**

**School has a bank of devices that can be loaned to pupils and parents/carers who have no access to IT (awaiting set up by MGL)**

### **Monitoring**

**SLT are co-teachers on Class Dojo, which enables them to access, and track what activities are being set.**

**SLT to monitor returned/marked paper learning packs.**

**SLT to monitor the home learning log on google sheets.**

**SLT to monitor pupil list of devices to ascertain which families need further support.**

### **Expectations (school and parent/carers)**

**Parents/carers are expected to support their child(ren) with home learning and encourage their children to complete tasks. All home learning and resources must be returned to school on the first day of the child's return to school, whereby they will be placed in quarantine for 72 hours. After 72 hours, work will be marked and feedback given to pupils.**

**If parents/carers require any additional advice or support, they should continue to email their queries to the school office at [admin.office@gwladysstreet.com](mailto:admin.office@gwladysstreet.com).**

**Where necessary, home visits may be conducted by the Inclusion Team to offer any advice or support.**

### **Safeguarding**

**Whilst working at home and or whilst engaged in remote learning, all school staff must adhere to the school's Safeguarding/Child Protection Policy and statutory guidance for 'Keeping Children Safe in Education'. All staff must continue to follow the school Code of Conduct when working remotely.**

### **Data Protection**

**Class Dojo is the primary digital platform for remote learning. This is a secure, closed forum between school and parent/carers. Parents/carers have signed a data sharing agreement in order for their child to use Class Dojo.**