Remote Education Plan

Northern Saints CofE (VA) Primary School

Updated version: January 2021

Remote Education Plan

This document sets out our approach to curriculum delivery and implementation of remote education should the following scenarios occur:

- A small number of pupils need to self-isolate
- A class or year group need to isolate
- Teachers need to isolate whilst pupils remain at school
- A local lockdown requiring all pupils with the exception of critical worker children and those deemed as vulnerable.

Through this plan we aim to:

- Maintain high levels of communication and contact with pupils and their families.
- Continue to support the mental health and well being of the whole school community.
- Set assignments so that pupils have meaningful work each day in different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources, videos or live sessions.
- 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.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Deliver a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

The plan sets out the following:

1. **Roles and Responsibilities**
2. **Practical Steps**
3. **Contacts**
4. **Data Protection**
5. **Safeguarding**
6. **Monitoring and Review**
7. **Links with other Policies**

At Northern Saints CofE (VA) Primary School, we have adopted Microsoft Office 365 Teams as our virtual learning platform.

1. Roles and Responsibilities

Teachers

When providing remote learning, teachers are responsible for:

Setting work –:

- o Providing work for their class or shared across a year group. Teachers may be asked to cover a different year group due to staff absence, in which instance the phase leader will ensure suitable learning has been prepared.

- o A daily mathematics and English lesson and ensure RE, science and all foundation subjects are addressed, as when pupils are in school.

- o PSHE/wellbeing activities. At Northern Saints we deliver the Jigsaw scheme of work, however it is expected that this is supplemented by additional resources e.g. Education Gateshead educational psychology resources; Education Gateshead activities for all health and well-being; Gov.uk guidance for teaching about mental health; Anna Freud Centre; Sunderland Link School resources for supporting behaviour and mental health, amongst others.

- o Providing daily work assignments by 9 pm the day before for English and Maths and on a weekly timetable basis for the foundation subjects.

- o Uploading work and delivering live teaching using Microsoft Teams (and ClassDojo).

- o Co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

- o Work is differentiated for pupils with additional SEN needs. Pupils who are not able to access an age appropriate curriculum continue to follow their own individualised learning pathway.

- o using a blend of nationally available resources including The Oak National Academy, online resources, i.e. TT Rockstars, My Maths, Education City, Accelerated Reader, White Rose Hub and their own resources available through the school's digital education platform on Microsoft Teams.

Providing feedback on work:

- o Pupils work will either be uploaded on a word document format, evidenced by photograph or video or completed on a paper work pack in exceptional circumstances.

- o It is our expectation that teachers respond to all pupil's learning, this may be a brief acknowledgement or more detailed response, which is either verbal (live teaching) or written/typed.

Keeping in touch with pupils who aren't in school and their parents:

- o Teachers are expected to maintain regular contact with pupils. If pupils are not accessing learning set online on a daily basis then a weekly phone call will be made home. If a teacher is unable to establish contact with a parent/carer, then the DSL will be informed and a home visit may be arranged.

- o If a child/ bubble is working remotely, then it is our expectation that teachers respond to emails/ general enquiries within 24 hours. There is no expectation that teachers respond to emails/ parent communication outside of working hours and this is positively discouraged.

- o Complaints or concerns shared by parents and pupils, should be escalated to Phase leaders within the first instance, if the class teacher is unable to resolve the issue. More significant concerns should be brought to the attention of the Deputy Headteachers or Headteacher, as relevant. For any safeguarding concerns, teachers to refer to the section below.

- o Expectations of behaviour should mirror those in place in school. Pupils who struggle in a larger group online may benefit from bespoke small group teaching.

Attending virtual meetings with staff, parents and pupils:

- o Dress code – it is an expectation that the usual school dress code applies when teachers and teaching assistants are delivering a lesson from home. Pupils will be advised to wear school shirt and tie to present for lessons (but this cannot be enforced).
- o Location – teachers must be mindful of their own privacy and where it is appropriate to deliver a lesson at home. Teams offers the facility to either choose a background or blur out the surrounding area. We strongly encourage all staff to use this feature.
- o Staff meetings and phase meetings will follow usual school protocols. Teachers are expected to attend on time. Phase meetings will follow an agenda with minutes produced and circulated with all attendees and SLT.

Teaching Assistants

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

Supporting pupils who aren't in school with learning remotely –

- o The class teacher to identify Wave 2 and Wave 3 pupils for additional support, this may be same day, responsive intervention or as part of a short term focused catch up programme. Teams enables a break out room facility for focused small group teaching.
- o Support may be provided by either online live teaching or providing suitable resources, which may be uploaded, with the intention of being completed independently. Feedback may be verbal or written.
- o It is essential that teachers liaise daily with the teaching assistants assigned to their phase. This will be to share planning and take feedback, as adaptations may be needed to future learning.

Attending virtual meetings with teachers, parents and pupils –

- o As for teaching staff – please see above

Subject Leads/SENDCo:

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, for example, through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.
- Provide any training for staff/pupils in delivering the curriculum remotely.

The SENDCo is responsible for overseeing the quality of provision for SEND pupils. To support teachers by signposting them to suitable resources and liaise with parents 1:1 as relevant.

The SENDCo will:

- Liaise with outside agencies, as and when necessary, including the Local Authority.

- Facilitate any required assessments/meetings (both in person, following risk assessments and remotely).
- Provide education for the commissioned Language Provision.
- Ensure that any outside agency working with a child adheres to school-based risk assessments and maintains appropriate social distancing.
- Support the Designated Safeguarding Lead in welfare support for families.
- Offer support to staff in finding appropriate resources/learning materials for SEND children.
- Continue any statutory EHCP work.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. The headteacher will oversee this supported by the Blended Learning Team which consists of Rachel Heaney (DHT Teaching & Learning), Eleanor Whitelock (Computing Lead) and Chris Tarpey (Wider Curriculum).
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead

The DSL is responsible for:

- Ensuring that the DSL and deputies understand, through online safety training, the additional risks for pupils online and continue to promote the school's Online Safety Policy/acceptable usage in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. It is clearly set out in our school's online safety policy/acceptable usage, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensuring an effective whole school policy against online bullying, inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Ensuring that all staff are provided with the necessary training to enable them to understand the unique risks associated with online safety. Annual training ensures that all staff are confident and have the relevant knowledge and up to date capability required, to keep children safe whilst they are online, at school, and when working remotely from home.
- Communicating effectively with parents and carers to ensure that parents are confident and have the relevant, most up to date knowledge to keep their children safe when working online and know the correct channels for reporting any online safeguarding concerns.

ConnectedIT

IT provider is responsible for:

- 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.

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 and carers 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. Parents can be directed to https://www.oxfordowl.co.uk/ , https://www.bbc.co.uk/bitesize to help support children with their remote learning. Parents can also contact their child's class teacher through the ClassDojo platform messenger service.
- Be respectful when making any complaints or concerns known to staff.
- Ensure they and pupils follow the school protocols when engaged in live lessons that are delivered remotely.

Governors

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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

2. Practical Steps

Scenario	Actions
A small number of pupils are isolating	- At Northern Saints, teachers are highly skilled at delivering face to face teaching in school, while individual pupils can access the lesson remotely from home, via Teams. - Class teacher to maintain contact with the pupils daily via Teams/Classdojo, making a weekly telephone call home in response to poor pupil engagement. - It is our expectation that **pupils are offered daily maths and English lessons taught live.** Other subjects may be pre-recorded or taught live. Over the course of the day, pupils will receive a minimum of 3 hours learning in Key Stage 1 and 4 hours in Key Stage 2 – as per DfE guidelines. - Pupils isolating at home will join whole school celebrations, such as the online Friday Celebration Worship. - Work will be posted on Class Dojo daily for English, maths and foundation subjects. - Work will be suitably adjusted and differentiated to enable all pupils to access their learning, including pupils with SEN/D.
A whole class or year group is isolating, but staff are in school	- For general guidance, see previous box above. - Timetable arrangements – while live sessions will adhere to the class timetable, where practical to do so, lessons will be recorded for pupils who may have to share technology and be unable to access at a set time. - Teachers will deliver lessons from their classroom. - Where possible, 2 members of staff will be present (e.g. teacher and TA), however we acknowledge this is not always practical.
A teacher is isolating, but pupils are still in school	

	- It is our expectation that teachers provide remote learning, including the delivery of live lessons from home, following their normal timetable. - A technology audit has identified and addressed gaps in computing equipment to ensure all teachers have the facility to deliver remote learning from home. - Based on the assumption that the isolating teacher is fit to work, then the supply teacher/TA will join the live lesson from the classroom, enabling pupils to access the lesson via the screen and speakers. - Pupil work will be uploaded onto Teams/Classdojo to enable the class teacher to have full access at home, to provide feedback and inform future planning/learning.
If the whole school is isolating, with the exception of critical worker and vulnerable pupils	Consider and then detail here: - As above Please also note: - It is our expectation that pupils closely follow our carefully planned, broad and balanced curriculum. - Online resources, such as The Oak National Academy, may be used to supplement learning, but selected because they enhance a specific set of skills to facilitate the delivery of essential knowledge which our subject leads have identified for each topic. - All learning to be set via Teams and run live lessons where possible. - Experience has taught us that pupils benefit from a break in their screen time. Each Wednesday afternoon we offer all pupils a menu of enrichment activities to complete, when they are actively encouraged to "disconnect".

3. Contacts

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4. Data Protection

Accessing personal data

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

- Access the personal data for pupils via the One drive folder, which are set up per class and shared with the relevant teacher;
- Access to the folders will be via the staff members email address, then accessing the one drive file. All teachers have been assigned a class laptop and teaching assistants will have access to a school IPad when needed.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses etc. In order to allow pupils to access the Microsoft Teams online learning platform, the school needs to set up Microsoft accounts for them, using their first and last names. Our lawful basis for doing this comes from Article 6(1)(e) of the GDPR:

"processing is necessary for the performance of a task carried out in the public interest, or in the exercise of official authority vested in the controller" In this case, the school is the data controller and we do need this information to ensure the child receives an education in the Covid-19 climate.

Once set up, Teams can be accessed through a webpage, or can be download an App onto a PC, laptop, tablet or phone. The Teams App will need access to a device's camera and microphone to function, but there is no need for it to access storage (photo gallery, files), contacts, location etc.

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

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 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

- KCSIE 2020 has been read by all staff and staff have signed to say that they have read and understood the policy, including all changes. Child Protection & Safeguarding Policy has been revised to reflect most recent changes, including the school's response to Covid.
- KCSIE: whole workforce annual training takes place within the first half of the Autumn term.
- DSL and Deputies complete full DSL training, at least once every 2 years, and attend termly refresher training that includes training and updates on the best practice of online safety and remote learning.

6. Monitoring Arrangements

This plan will be reviewed annually by the Headteacher and SLT and shared with governors.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy (KCSIE 2020) and Covid –19 addendum to our child protection policy
- Data protection policy
- Home-school agreement
- ICT Acceptable Use Policy
- Online Safety Policy