Feltham Hill Infant & Nursery School

Remote Learning Policy

October 2020

During a pandemic, there may be times when the school will be completely or partially closed for children.
Or, where the school is open but individuals, groups, classes or year groups are asked to remain home.
In the event of this happening, this policy outlines how children will continue to be provided with quality education.

Prepared by: Deputy Headteacher October 2020
Discussed with: HT, SLT and staff October 2020
Agreed with: Chair of curriculum
To Be Reviewed and updated: October 2021

Aims

This remote learning policy 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.
- Keep the minds of our children active and happy, ready to return to school and engage with learning when possible.

Roles and responsibilities

Senior leaders

Alongside any teaching responsibilities, school leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effect of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

- If the class teacher is unwell and unable to lead remote learning, the year group leader will take direct responsibility for this.

Designated Safeguarding Leads (DSL)

The DSL is responsible for safeguarding concerns including those related to remote learning.
(Please refer to the Child protection & safeguarding policy).

Class teachers

- Teachers are responsible for providing remote learning, so they must be available between 9.00am-3.00pm on their working days.
- 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 **setting work**.

So they will:

- Provide learning for their current class or an individual within 48 hours of their self-isolation.
- Set work weekly, with uploads to Google Classroom possibly happening daily.
- Provide home learning packs which will be printed by staff who are on site, ready for parents/carers to collect. Parents/carers will be notified when they are ready to collect.

Year group leaders

- Year leaders will support teachers with planning the curriculum and related work.

So they will meet with their year group and:

- Identify which curriculum areas suit remote learning, from their weekly overview.
- Decide on which class carpet sessions will be recorded by members of their team and uploaded to the Google Classroom.

- Share these recordings with their team and decide on which ones to be used.
- Make this decision at the beginning of the week or during PPA, alongside their weekly overview, so that pupils at home receive a similar learning experience to those at school.

- Identify work/tasks that does not need the internet or a device, such as a laptop or tablet, to access them, as some families will not have internet access or more than one device to use.
- Identify work/tasks that suit the age range and abilities of the children with flexible expected outcomes.
- Set tasks that all pupils can complete with some degree of success and use 'extension/now try' to provide challenge activities as requested.

The curriculum
The amount of work to be provided will vary depending on the year group:

<u>Year 2</u>
Each week:
- Maths and English including phonics activities.
- A topic which may include: science, geography, history and PE every week and one other area of the curriculum.
- Teachers can use resources provided by: Oak National Academy, White Rose Maths and BBC Bitesize, as well as, other resources identified by the school.

- A book bag collected on day 3, 9.00am with enough books for the whole isolation period.

<u>Year 1</u>
Each week:
- A weekly phonics focus, handwriting, maths, a cross curricular topic theme with English.
- Science and other foundation subjects, plus some suggestions for PE.
- Teachers can use resources provided by: Oak National Academy, White Rose Maths and BBC Bitesize, as well as, other resources identified by the school.

- A book bag collected on day 3, 9.00am with enough books for the whole isolation period.
- Also, Oxford reading tree (ORT) sight vocabulary to learn where necessary.

<u>Reception</u>
Each week:
- Number, Shape, Space and Measure, phonics, physical activity, a story, a speaking activity and creative activity.
- Some of the activities will be able to be completed, outside as well as inside.
- Teachers can use resources provided by White Rose Maths, as well as, other resources identified by the school.

- A book bag collected on day 3, 9.00am with enough books for the whole isolation period.

- Also, Oxford reading tree (ORT) sight vocabulary to learn.

Nursery
Each week:
- Phonics, communication & language, number, shape or measures and a physical activity.
- Some of the activities will be able to be completed, outside as well as inside.

- And a story read by an adult with rhymes, daily.

The Centre – Reception
Each week:
- Songs and rhymes, ideas for simple turn taking games and activities, ideas for fine motor control and mark making activities, practical counting activities including songs and rhymes, suggestions for PE and OT.
- Packs could be sent home as appropriate.
- The Centre speech and language therapists and OT will provide telephone support and advice to parents as necessary and packs can be sent home by school.

- A book bag collected on day 3, 9.00am with enough books for the whole isolation period.
- Also, Oxford reading tree (ORT) sight vocabulary to learn.

Centre - KS1
Each week:
- A weekly phonics focus, handwriting, Maths (including turn taking maths games), topic theme with opportunities for speaking and listening and practical activities, plus some suggestions for PE and OT.
- Resources provided White Rose Maths and BBC bitesize, as well as, other resources identified by class teachers.
- The Centre speech and language therapists and OT will provide telephone support at a parent's request.
- Therapists they will also send home packs as well as the school.

- A book bag collected on day 3, 9.00am with enough books for the whole isolation period.
- Also, Oxford reading tree (ORT) sight vocabulary to learn.

Providing Feedback
- Teachers can provide feedback where necessary.
- Pupils may upload work onto Google Classroom.
- Work will be acknowledged by the class teacher and some feedback will be given.
- Teachers can offer a suggestion, as a next step, to support the next stage of learning.

Keeping in touch with pupils who aren't in school and their parents
- In the case of a national or local lockdown, or a group of pupils self-isolating, teachers will make weekly calls to pupils and parents/carers.
- This may be via a landline or Zoom call.

- Any concerns from these calls, should be recorded on My Concern and the Headteacher alerted.
- If teachers are unable to make contact with a parent, they should continue to try.
- The Headteacher should be informed.

- Vulnerable pupils (Child protection, EHCP and other identified children) will also be called weekly.
- This will be done by the SENCo and/or safeguarding leads.
- Details of calls will be recorded on My Concern.

- Emails or phone calls received from parents will be checked between 9am-3pm, Monday-Friday.
- Teachers should respond to parent emails within 48 hours.
- These will continue to be sent through the office email address.

National Lockdown
- If the school remains partially open for key workers and vulnerable children, teachers and support staff will be placed on a rota to attend school and support children.
- Roles may range from providing: childcare, teaching, preparing planning, producing home learning packs and keeping in touch with families.

Role of Information Technology (IT) staff
IT staff will support remote learning by:
- Installing relevant software.
- Training staff on systems needed.
- Fixing issues with systems used to set 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.

Working with parents/carers
- Teachers and leaders must work closely with parents/carers to support remote learning.

  This may include parents/carers:
- Seeking help from the school as needed.
- Making requests for home learning packs.
- Helping their child upload work.

Role of the Governing body
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:

- Have access to My Concern, to record any parent or pupil concerns.
- Use a secure password to access My Concern.
- Ensure that they log off after use.
- Not allow any third party to access the site.

Teachers are able to access parent contact details, via SIMS. So they must:
- Use a secure password.
- Ensure that they log off after use.
- Not allow any third party to access the site.

- Paper copies are kept in the office cupboard in a KS1 and EYFS file.
- School laptops and Ipads are the preferred devices, to be used when accessing any personal information on pupils.

Processing personal data
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.
- Having strong passwords with 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.

Safeguarding and data protection
Please refer to our Child Protection and Safeguarding Policy.

Monitoring arrangements
This policy will be reviewed as and when updates become available. At every review, it will be approved by the SLT and a named governor.

Links with other policies
- This policy is linked to our:
- Behaviour including anti-bullying policy
- Child protection and safeguarding policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy