

Stoke Damerel Primary Academy



Remote Learning Policy

November 2020

Overview

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic.

It sets out the systems and technology that staff at Stoke Damerel Primary Academy will use to ensure children's learning is consistent and in line with DfE expectation, and details how they can be used effectively and safely, while allowing for the differing needs of our families.

This remote learning policy for staff and parents:

- Aims to ensure consistency in the school's approach to remote learning
- Sets out expectations for all members of the school community with regards to remote learning
- Provides appropriate guidelines for data protection

Section 1: In the event of children self-isolating

Should a child have to self-isolate, or is awaiting test results, the school has a responsibility to offer immediate remote education; children are also expected to access and engage in this educational provision using IT. The timetable of work for children who are self-isolating will be available on the Year Group Page in the *Learning from Home* area.

The children will be contacted regularly by a member of the year group, who will call twice a week to support access and engagement with learning and address any issues the children may have with their learning. The key link person for each year group is listed below.

Foundation – Hayley Easterbrook

Year 1 – Jane Full

Year 2 – Sue Abrahamson

Year 3 – Allison Flack

Year 4 – Tina Roden

Year 5 – Rose Brennan

Year 6 – Isla Ellis

Stoke Damerel Primary Academy offers a range of contingency plans to cover the range of subjects taught in school and reflect the different age groups.

Mathematics

Years 2 – 6

In Year 2 – 6 the children will complete their set Home Learning on Mathletics. This is linked to the learning in class. They should also continue to complete their maths fluency work on Times Tables Rock Stars. In addition, Oak Academy lessons linked to the content being taught in class are available on the *Learning from Home* timetable on the Year Group Page. This should be completed in the Exercise book provided at home.

Year 1 and Foundation

The younger children in the school have been provided with mathematics workbooks to support them when they are Learning at Home. The work is linked to the curriculum being followed in school.

Reading

All children will be expected to complete the learning set on Reading Eggs and Reading Eggspress. This is linked to the learning the children are doing in school.

In Year 1 and 2 the children are also encouraged to use Oxford Owl to support the Read Write Inc Reading work. At Stoke Damerel Primary Academy we encourage all children to read for at least 20 minutes every day and to record this on their reading logs so they can be awarded stars on the reading reward bookmarks.

Writing

The children will be working through lessons from Oak Academy. The Oak Academy lessons cover a two-week unit of work which will allow for focused learning to cover a period of a 14-day self-isolation.

We have ensured that the texts and content are linked as closely as possible to the curriculum being followed that half term at school.

International Primary Curriculum

The children have an IPC topic project linked to the topic being taught at school to complete at home.

The children will also be supported on return to school with time to look over the work they have completed while at home, ensure that they are up to date with what has been happening at school and have support if needed following a period of self-isolation.

Section 2: In the event of a class bubble closing or a lock-down

On the first day of the class closing, the teacher will carry out a Microsoft Teams meeting with year group to outline what will happen to support their learning. In Years 3 – 6 this will be carried with the children. In Foundation, Year 1 and Year 2 the teachers will meet with a parent or carer using their child's Microsoft Teams account.

On the first and second day of the class closing the children will complete the 'Learning from Home' already on the year group page as outlined above.

From the third day the children will resume a full learning offer in line with in school curriculum. This will be supported by **weekly small group tutorials** of up to 10 children through Microsoft teams. In Years 3 – 6 the children will practice taking part in their tutorials at school so they are familiar with the process in the event of possible closure.

Foundation and Year 1 Classes

The following lessons will be uploaded through the Stoke Damerel Youtube channel:

Maths input linked to the workbooks the children have at home.

English input

Topics input

Reading will be provided through Oxford Owls and ReadingEggs

Children will be expected to follow the learning and interact with the class teacher with their parents through Microsoft Teams.

Years 2 – 6

Reading

Reading Comprehension lessons will be set and assessed the ReadingEggspress library. Children will practice using this at school to ensure they are familiar with how to access their learning. In Year 2 the children will use Oxford Owls to support their learning in phonics.

All children are encouraged to continue their personal reading book and access the library of books available through ReadingEggs and ReadingEggspress. The teacher will continue to monitor engagement through ReadingEggs.

Writing

Video lessons will be available on the Stoke Damerel Primary Academy Youtube channel.

Where possible, work will be set through Microsoft Teams and monitored through work being returned through Teams. Longer writes should be done in the exercise books which are already at home. These can be shared with teacher by sharing screenshots through Teams or will be marked on return to school.

Spelling activities will be set and monitored through ReadingEggs.

Mathematics

Video lessons will be available on the Stoke Damerel Primary Academy Youtube channel.

Work linked to the learning on the video will be set through Mathematics whenever possible or through Microsoft Teams. This will be monitored and assessed by the teacher. Any issues can be addressed individually through Teams or within the weekly tutorial meeting.

International Primary Curriculum

Video lessons will be available on the Stoke Damerel Primary Academy Youtube channel.

Work will be set where possible through Microsoft Teams and monitored through work being returned through Teams.

Longer writes should be done in the exercise books which are already at home. These can be shared with teacher by sharing screenshots through Teams or will be marked on return to school.

Learning will also be made available to support PE and PSHE while the children are learning at home.

Returning to school

It is vital that children are supported to make a smooth transition back into school after a period of learning at home. The first day on return to school should include:

A focus on emotional wellbeing – PSHE lessons and time to reflect on what happened while learning at home. If specific issues arise for individual children then the wellbeing lead in the year group should ensure that support is put in place.

Review of learning – Time for children to share and reflect on their learning while at home. Longer writes that were completed in the exercise book should be collected in, assessed and the children receive feedback before the exercise books are sent back home.

A return to Learning – On the second day the children should return to a full learning curriculum, picking up from where they left off while learning at home.

Teachers

Teachers must be available between 9am and 3pm. 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 procedures.

Teachers will be responsible for:

- Subjects from across the curriculum taught using YouTube, Mathletics, ReadingEggs, Oxford Owl and MS Teams
- Setting daily work
- Creating a weekly timetable of work for their year group, which is sent to the class on MS Teams and posted on the Year Group Page of the website
- Work is differentiated to include access for SEN children
- Providing feedback to children via MS Teams
- Providing weekly tutorials for the children in years 3 – 6
- Providing weekly small group feedback for parents in FDN, Year1 and Year 2
- Collecting any completed work from pupils via MS Teams, Mathletics and ReadingEggs
- Responding to any queries from parents/children within 48hrs
- Teachers must attempt to contact all pupils in their class each week. This contact may be made by a Teaching Assistant if the child does not attend the weekly tutorials. If there are any safeguarding concerns these will be recorded using CPOMS and our safeguarding team will be notified

Teaching Assistants:

Teaching assistants must be available for their contracted hours. During this time, they are expected to check work emails and be available when called upon to attend school. 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 procedure:

Teaching Assistants and Higher-level teaching assistants are responsible for:

- Working with individual children or small groups of children using MS Teams, Mathletics or ReadingEggs. Teaching assistants will then be expected to report back to the Class Teacher.
- Supporting pupils learning remotely when requested by the class teacher, phase leader or SENCO
- Attending training sessions, as organised by SLT
- Making contact to support specific children as requested by the SENDco
- Contacting children when requested and report any safeguarding concerns using CPOMS
- Providing 1-2-1 support with SEN children where necessary
- Participating in their assigned year groups MS Teams page

Subject Leaders

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring work set by teachers in their subject
- Reviewing your current subject and evaluating what changes may need to be made to address any gaps in in the curriculum

Senior Leadership Team/ Phase Leaders (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning across the school
- Monitoring the effectiveness of the remote learning through analysis of work, feedback from children, staff and parents
- Monitoring the security of remote learning, including data protection and safeguarding consideration

Designated Safeguarding Leads

The DSLs will monitor CPOMS and meet as a team fortnightly as a minimum. See annex of Child Protection Policy

Pupils and Parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am-3pm although we do not wish for children to be in front of a device the entire time.
- Seek help from teachers, HLTAs or teaching assistants
- Alert teachers if they are not able to complete the work
- Ensure they know their login to MS Teams, Mathletics and ReadingEggs and contact the school if they cannot access their account

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

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 phase leader, virtual learning lead or SENCO

Issues with IT – talk to virtual learning lead and IT staff

Issues with their own workload or wellbeing – talk to their line manager

Concerns about data protection – talk to the data protection officer (Office Manager, Tina Boon)

Concerns about safeguarding – talk to a DSL or DDSL

Data protection

Accessing personal data

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

- Have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers can access parent contact details via Arbor using a secure password. Do not share any details with third parties.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils

Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, 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 unattended
- 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

Link to safeguarding policy and annex

Monitoring arrangements

This policy will be reviewed periodically

Safeguarding and remote learning

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their children about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online.

While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Any online safety concerns should be reported to the class teacher.

The following websites also offer useful support:

Childline - <https://www.childline.org.uk/>

CEOP - <https://www.ceop.police.uk/safety-centre/>

Net-aware - <https://www.net-aware.org.uk/>

Thinkuknow - <https://www.thinkuknow.co.uk/>

Uk Safer Internet Centre - <https://www.saferinternet.org.uk/>

Additional website to support this are available on our website.

<https://www.sdps.co.uk/e-safety/>

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly.