



Moreton Church of England Primary School



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Remote Learning Policy

Written by: N Batt, Headteacher

Date: September 2020

(updated Jan 2021)

Agreed by Governors (Date):

Signed (CoG):



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'Growing Together in Faith, Knowledge and Love'

Aims

This remote learning policy for staff and parents aims to:

- Provide clarity and transparency to pupils and parents/carers about what to expect from remote education
- Set out the school remote learning offer if there were to be a 2 week or more year group closure due to increased infection rates
- Set out the schools learning offer if there were to be a whole school closure due to community increased infection rates
- 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

Roles and responsibilities

Senior leaders

Senior leaders will set the expectations of high-quality work, with the aim to meet the needs of all learners where possible. Mrs N Batt, HT, has overarching responsibility for ensuring the quality of remote teaching and learning. Miss French and Mrs Mead will monitor the consistency and expectations of our provision; Mrs Barros will be monitoring support for SEN and vulnerable pupils; Mrs Brumby will be ensuring safeguarding is adhered to and United Network will be providing and supporting technical matters and internet access. Leaders will be expected to monitor, daily, the quality of the work set, support offered, particularly to children with special educational needs; supporting staff in this role to make sure that sufficient scaffolding is provided. They will ensure that we teach the same curriculum remotely as we would do in school wherever possible and appropriate.

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Parents should contact class teachers or the office to discuss concerns with accessing technology;
- We will loan out Chromebooks or other devices for pupils to access our remote learning. Each request will be assessed by the Headteacher. Priority will be given to those pupils who are in receipt of Pupil Premium Funding;
- Direct parents to ways to access our remote learning e.g.. via xBox or PlayStation and for free data connection;
- Provide printed materials if required;
- Provide books for pupils to work in;



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Teachers

When providing remote learning, teachers must be available for parents and pupils between 8.45 and 3.15 on their agreed working days, although consider the teacher may not always be in front of a device the entire time as they may be running lessons. All work will be posted onto Google Classroom for KS2 and Seesaw for KS1. Class Dojo will be used as a communication tool for KS2 pupils. Links will be available on our school website. Google Classroom or Seesaw will be used for children to upload photographs/scans or files of their work onto their portfolio.

When providing remote learning, teachers are responsible for:

- Setting work equivalent to a minimum of 3 hours a day.
- For pupils in KS2 – daily lessons will cover Maths, Reading and Writing (including spelling, punctuation and comprehension work) and one additional foundation subject in the afternoon. Instructions and assignments will be set through Google Classroom. An initial zoom meeting will be held with the class to set the expectations. Children in years 3 – 6 were taught how to access and use Google Classroom during the Autumn Term of 2020.
- For pupils in EYFS and year 1 (plus some year 2 pupils) - there will be 5 Maths lesson videos, 1 posted every day. There will also be 5 phonics videos, 1 posted every day on Seesaw through RWInc.
- Teachers are required to set a range of subjects including PSHE, R.E, PE and Art as part of their afternoon sessions; these subjects may not require submission via the VLE. Adaptations will be made as appropriate.
- Remote learning can take many forms and does not necessarily mean digital learning. Pupils are not expected to sit in front of a screen for extended periods of time.
- PPA for teachers will take place on Wednesday afternoons therefore lessons will take place between 09.00 – 12.00.
- Teachers will lead a mixture of live and pre-recorded lessons each week, these will be varying in length, style and subject taking the needs of the cohort into consideration. The minimum expectation that there will be three of these a week. Teachers will tailor whole class or group sessions according to the needs of the class.
- Teachers will have set times for live lessons which will be adhered to so that where possible there is no cross over of siblings accessing remote sessions at the same time.
- At the start of the week, paper copies of home learning packs, for each year group, with appropriately differentiated work, will be available from the school reception and electronically on ClassDojo. Teachers are required to send their home packs to the school office by 08.00 on Monday morning to allow time for the packs to be collated.
- Work will be set and posted on the appropriate VLE at 09.00 each week day morning and assignment answers will be released at 15.00.



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Providing feedback on work:

- Children/Parents will need to upload pictures/scans or files of their work onto their portfolio on Google Classroom (KS2), ClassDojo or Seesaw (KS1 and EYFS) every day. Teachers will highlight the work that they want uploaded.
- Children will be provided with books to record their learning journey. These will need to be brought back into school on re-opening.
- For KS2, children will receive individual responses to their set assignments through the Google Classroom and ClassDojo or group responses via the whole class stream.
- For KS1, teachers are expected to comment on selected work through Seesaw by liking the work and sending messages.
- Feedback can take many forms and may not always be through extensive written comments for individual children. Teachers may provide a targeted comment to the whole group having assessed all the work submitted
- Teachers will speak to families where technology is a problem to support with school kit where possible to enable all children to join in with the lessons offered. Where this is not possible, school will aim to get a hard pack of learning to pupils.
- Live lessons will be staggered from KS1 to KS2 as much as possible to enable children at home to share one device if needed.
- Phase groups will work together with LSAs to teach lessons so that there are always two staff members attending every virtual lesson. This may mean that a child's class teacher may not be delivering their lesson but may be commenting on work on the VLE while the other year group teacher or LSA is leading a lesson. Teachers may deliver across more than one year group.
- Each week teachers will hand out a maximum of four certificates for work completed; these will then be sent via post, to the children, the following week.

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

- Staff can keep in touch with children and parents through Seesaw (KS1) or Google Classroom / Class Dojo (KS2). Staff will talk to children through a weekly Zoom catch up.
- Staff will make a monthly phone call to all pupils in their class regardless of their engagement online- this will give the teacher the opportunity to chat to the child about their work and gauge if there needs to be further follow up.
- Teaching staff to complete a Class Contact Form on a weekly basis.
- Where children do not attend lessons or engage in school work set without any communication with school – the school will aim to ring to see where they are and check in on their welfare and offer additional support if needed.
- Children who are more vulnerable will receive a phone call regularly from identified support staff.
- Children who have 1:1 Teaching Assistants will have regular contact made available through consultation with parents for support needed.



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Attending virtual meetings with staff, parents and pupils:

- Staff and pupils are expected to dress appropriately for lessons.
- Staff and pupils are expected to join from a location that avoids areas with background noise, has nothing inappropriate in the background, and if possible, has a reduced level of lighting i.e. no large windows in the background
- Where there are vulnerable pupils who should not be seen by others online – they can join with their video turned off. All other children will be expected to join with their video on. In addition, they can remove their name that can be seen when they log on – the school can support parents with this.
- Pupils will be expected to use the chat box (when directed by teachers); all messaging must be conducted appropriately. All actions on live streaming must reflect the school's behaviour policy, therefore inappropriate responses may lead to the child being removed from the meeting and parents being contacted.
- Parents should not be visible on the virtual meetings where possible.
- All children's devices should be muted until the teacher requests that they unmute.
- We have provided information and expectations for Zoom meetings (Appendix 3)

If teachers are also working in school, due to being asked to remain open for Key Workers, work will continue as laid out. However, the children who are in school will be expected to join the lessons in the same way from school.

Learning Support assistants and HLTAs

When assisting with remote learning, learning support assistants must be available during their working hours.

When assisting with remote learning. Learning support assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely, this may be by being the second adult attending an on-line lesson.
- Learning Support Assistants will be expected to support in responding to pupil's work and comment on Seesaw or Google Classroom as directed.
- Learning Support Assistants may be asked to carry out virtual interventions, this will be discussed with them by the SLT.



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Pupils and parents

Staff can expect pupils learning remotely to:

- Be joining the lessons and working during the school day – although a balance between online and handwritten work must be considered to ensure that the child is not continuously in front of a device
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or learning support assistants
- Alert teachers if they're not able to complete work
- Follow the guidelines for remote working and during virtual lessons
- *Where families are unable to support their child with the above – they will need to email school to discuss options for their child.*

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 communicating with staff
- Raise any technology issues with school over issues that school can control/resolve – i.e. some technology issues may be home based

Governing Body

The Governing Body 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 within school

Data protection

Accessing personal data

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

- Have access to Google Classroom or Seesaw work and parent email and home addresses through the schools management information system (pupil asset). This information will only be used for contacting parents and for dropping hard copies of work where devices are not working or in place.
- If devices, such as laptops, are provided to staff and children – they should use these for school work and no other work such as gaming, social media or internet searching at any time and will need to sign the School's Acceptable Use Agreement.



Safeguarding

For live class sessions there will always be two adults present at the same time. For small group or 1:1 sessions the sessions will be recorded and sent to the Designated Safeguarding Lead for monitoring (Appendix 3).

Teachers will monitor the engagement of pupils on a weekly basis. Where pupils are not engaging in learning, contact will be made by the teacher, remote support team or designated safeguarding lead.

The designated safeguarding lead will identify those pupils who require more intensive support (Appendix 2).

Further details are in our Child Protection Policy Jan 2021.

Where staff, parents or pupils have any safeguarding concerns on or off line – they are encouraged to contact the schools designated safeguarding lead, Mrs N Batt by email on head@moreton.essex.sch.uk or contact the school on 01277 890255 or by email on covid@moreton.essex.sch.uk.

Monitoring arrangements

This policy will be reviewed termly in the first instance to ensure it is working for parents, staff and pupils, by the Head Teacher. At every review, it will be approved by the full Governing Body.

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 and E-Safety policy and privacy notices
- Supporting pupils with SEN in remote learning
- Home-school agreement



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Appendix 1: Government Expectations

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum



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When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of 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 or videos
- 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
- enable teachers to 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.



Appendix 2

Moreton C of E Primary School: Contingency Plan for Remote Learning (When school is open)

Engagement in home learning is compulsory in order to ensure that learning time is not lost.

Pupils	Curriculum	Safeguarding
Individual pupils		
<p>In the event of a child receiving a positive test and being in isolation for 10 days, assuming they feel well.</p>	<ul style="list-style-type: none"> Work to be loaded by 6pm for the following day via Seesaw (KS1) or Google Classroom (KS2) on a daily basis Maths – WhiteRose Literacy – according to the current teaching sequence using current text or RWInc resources Topic / subjects teachers teach – send what is going on in class 	<ul style="list-style-type: none"> Weekly phone calls by class LSA Monthly home visits to check wellbeing by HT/SENCo if required (shielding pupils) Collective worship via Youtube Invite pupil to School Zoom for Friday celebration assembly Delivery of resources where needed
<p>In the event of on child in isolation for 14 days</p>		
<p>In the event of shielding – longer term absence</p>		
Group of pupils		
<p>In the event of an outbreak in a bubble – therefore the bubble has to close</p> <p>In the event of local lockdown – full school closure</p>	<p>If a bubble or the school locks down:</p> <ul style="list-style-type: none"> Work loaded in the evening on the day before on Class Dojo / Seesaw. These may link to Google Classroom. Maths – Whiterose English – text-based planning, as we would in school, with videos of the teacher reading chapters / explaining or modelling work Other subjects – as appropriate for the day Action SLT to set the expectation at the beginning of closure period (through a Zoom conference with the class / school) that all children are completing Maths, English, PE and at least one other subject daily; with a view that they cover all subjects in a two-week cycle. Action Staff to ensure that those who did not engage during lockdown are fully aware that they have to engage. Phone those who haven't engaged. Answers to maths and comprehension questions will be sent to parents 	<ul style="list-style-type: none"> Weekly phone calls to all children in the class Home visits to any not responding or engaging YouTube assembly Class Zoom Delivery of resources Weekly paper copies of the work to be circulated to those who cannot access the technology: work to be photographed and emailed or returned to the quarantine box (72 hours).

	<p>through Class Dojo/Seesaw</p> <ul style="list-style-type: none">• Photographs of work done (KS1) or actual worksheets completed (KS2) should be uploaded by 5pm on the day completed, to be reviewed by the teachers.• Feedback in the form of questions to be given in a timely manner, which the children should respond to.• Communication between staff and pupils through the day – questions etc – to be via Seesaw (KS1) or Google classroom (KS2).• Weekly Class Zoom to round up the week/ answer questions• X2 Collective Worship for all 10.30am – YouTube <p>Teacher will have PPA on Wednesday afternoon – no work set</p>	
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Teaching Staff		Wellbeing
In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they feel well.	The bubble will close and we will revert to lockdown remote teaching and learning as detailed above.	<ul style="list-style-type: none"> • Regular contact between the team – by TEAMS/Zoom and phone • Regular check-ins to discuss workload and how things are working • Respect for a working day during which staff are expected to respond. • Regular working patterns to be acknowledged • PPA to be honoured - covered by Wellbeing Wednesday Afternoon – no activities set or work to monitored during this time.
In the event of isolation for 14 days due to contact with a positive case out of school (e.g.: Track and Trace)	The bubble will remain open and will be covered by another member of staff, where possible LSAs may be asked to set work for classes in the event of staff shortages (see Risk Assessment).	
In the event that a member of staff's children are forced to isolate due to their bubble closing and they have no one to support them in looking after their children.	The teacher should continue to plan, prepare, Zoom, call and upload work to Class Dojo / Seesaw and Google Classroom	
In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they are unwell	<p>Maths – Whiterose for their year group The rest of the curriculum will be set by the other Double Bubble teacher and monitored by the support team.</p> <p>In the event of more than one member of staff being off ill in a Double Bubble, with COVID-19, the children will be directed to Whiterose and Oak Academy and their responses on the relevant VLE (virtual learning education) will be monitored by the support team.</p>	
In the even of lockdown and forced closure- where school will provide on site places for Key Worker children only.	<ul style="list-style-type: none"> • A weekly timetable to be provided. • Work loaded in the evening on the day before on Google Classroom/ Seesaw. Dojo may be used to communicate with parents. • Maths – Will continue to follow White Rose planning with alterations made as would be in school. • English – text-based planning, as we would in school, with videos of the teacher reading chapters / explaining or modelling work • Other subjects – as appropriate for the day • Staff to provide a minimum of 3 live or pre-recorded sessions 	

for their classes for a variety of subjects.

- Answers to maths and comprehension questions will be sent to parents through Google Classroom/Seesaw as applicable.
- Photographs of work done (KS1) or actual worksheets completed (KS2) should be uploaded by 5pm on the day completed, to be reviewed by the teachers.
- Feedback in the form of questions to be given in a timely manner, which the children should respond to.
- Communication between staff and pupils through the day – questions etc – to be via Seesaw (KS1) or Google classroom (KS2).
- Weekly Class Zoom to round up the week/ answer questions
- Minimum of 3 Collective Worship for all 10.30am – YouTube
- Teacher will have PPA on Wednesday afternoon – no work set
- Staff to keep record of pupils engaging online and keep a weekly record.
- Teacher to phone all pupils on a monthly basis.

Appendix 3



Information and Expectations – Zoom

At Moreton we wish to make the children's home learning more interactive (and fun!). The invitation to parents for each Zoom session and the password will be posted on SeeSaw, Google Classroom and/or Class Dojo as appropriate.

Here are some ground rules for online learning in order to comply with our Safeguarding and Data Protection Policies and legislation.

Staff

- Where possible two members of staff will run each Zoom session.
- For small group or 1:1 sessions or where only one member of staff is running the Zoom session it must be recorded. A Waiting Room should be opened. 'Chat' should be disabled. The meeting should be locked after all anticipated participants have signed in.
- Pupils should be reminded at the start of the session whether it is being recorded or not and that they must use polite language when asked to join in.
- A log should be kept of the date, time, duration and pupils present during the session.
- Staff should wear suitable clothing. Other members of their household should not be visible or audible. The background scene should be appropriate.
- Staff must use appropriate, professional language.
- Any Safeguarding concerns should be raised with the Designated Lead. The session should be stopped if there are immediate concerns.

Parents

- Parents consent to the Zoom sessions being recorded by the school and agree not to make any recordings of the session.
- The child's login name should be their first name and just the initial letter of their surname. Zoom is not intended for use by individuals under the age of 16 unless it is for educational purposes.
- The content of each session is confidential as are the password and invitation codes.
- A parent must be present in the room with the child during the session but not on screen. Other members of the household should not be visible or audible.
- Parents must dress in appropriate clothing and use appropriate language.
- Parents should not interact with the session but may contact the teacher after the session if there are any questions or concerns.
- Parents should ensure that the pupils are aware of the Pupil expectations set out below.

Pupils

- Pupils should be dressed appropriately in front of a suitable background.
- Pupils should be aware that the session may be recorded and that they should behave sensibly, using polite language.
- Pupils should be aware that their voices will sometimes be muted and at other times they will be invited to speak or show work using a whiteboard.

We are looking forward to working with the children via Zoom. This is a new experience for all concerned and we hope to work together with our families to make a success of it.