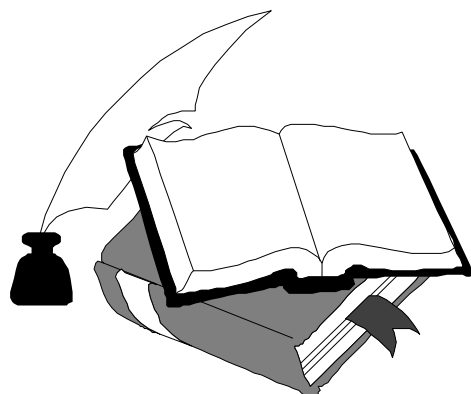


Alderman Payne Primary School



Remote Learning Policy

Date reviewed: November 2024

Next review: November 2026

1. Aims

This Remote Education Policy will:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations of members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

3. Resources and the planning of home learning (see also Appendix 1)

Resources to deliver this Remote Education Plan include

- Information for parents and children about the home learning will be sent by the class learning platforms (see next bullet point)
- Class learning platforms used to set the home learning are as follows;
Reception - Tapestry, for Year 1/2 – Class Dojo, for Year 3/4 and 5/6 – Google Classroom
- Additional online reading resources – through Read, Write Inc
- "White Rose" maths videos will be used to support the remote teaching of maths each day
- Additional online maths resources including Times table Rockstars will be used to practice maths concepts taught
- Online lessons will be delivered via 'Zoom'. These will be used to teach concepts to the following age groups;
Reception – a 5 to 10 minute "once a day so that children can see their teacher and their friends, (teachers can also use this time to read a story to the children, or story reading can go on Tapestry). In addition, teaching/instructional videos and differentiated online phonics or video lessons every day for all Reception children, supplemented with follow up activities to supplement learning across the curriculum.
Year 1/2 – a weekly generic catch up meeting, a story or other learning focus will be shared in this time. A 15 to 20 minute daily session or teacher video to introduce a new concept. Online or video phonics lessons daily. Set learning tasks to apply skills and understanding to be set and discussed in 'catch up' online meetings.
Years 3 to 6 – Online lessons for maths, literacy and project work five times a week with additional work set to supplement. Weekly general catch up online meeting
(For the protocols related to "Zoom" see appendix 2).

- Using online pre - prepared resources that are of good quality to support learning where appropriate e.g. the Oak Academy classroom, White Rose maths, BBC Bitesize to supplement learning experiences
- Three weekly PE sessions sent via activity suggestion, video or online session to the children for an hour each for dance, sport and Pilates.
- IEP work for SEN pupils will take place online with a TA in a breakout room from the main class online lesson. This enables the class teacher to have an overview of what is being taught, as well as keeping the staff and children safe from any allegations of inappropriate behaviour. Where possible, and if in line with the most current guidance, children with SEND will continue to access education within the school building as a vulnerable learner.
- Children will have a weekly assembly online
- All children with no access to a computer at home have been offered a school laptop. If for any reason a parent does not want to use this, printed learning packs will be used instead.
- Parents will also be kept informed by email of any pertinent information about the school using the school website email or Class Dojo
- General information will be available to parents on the school website, for example updated guidance for parents from CEOPS about how to make sure their child is safe when they are learning at home online.

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- The amount of learning offered will at least follow the DfE's guidance; 4 hours for KS2, 3 hours for KS1 and less than that for EYFS
- Planning will be informed by the feedback from previous remote learning
- As reading is a key area of the curriculum, we do all we can to support and promote this remotely. In EYFS and KS1, this is done through the teaching of phonics remotely. We use "Read Write Inc." as our phonics scheme, as well as encouraging the children to read using a "Rising Stars;" on bank of online reading books which are allocated at the child's individual level. The teacher monitors this weekly. KS2 also use "Rising Stars" to allocate texts the child's level. A small group of children who need it continue to be taught "Read Write Inc." phonics in a small group. In addition, KS2 teach whole class reading every day which includes an analysis of the text.
- Pupils will study a broad range of subjects, including art, geography, history, RE, music (where practical) DT (where practical) using projects from our core scheme, "Cornerstones". This integrated approach to teaching the National Curriculum is familiar to the children because we use it in school all ready
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar (or, where possible) the same learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'; for example designing a wanted poster for the "Big, Bad Wolf" drawing a sketch of flowers inspired by Van Gogh
- Teachers will have access to a wide variety of resources to share remotely, (See above)
- Staff will have the training they need to provide online learning safely in the annual child protection training, and following the "Zoom " protocols (see Appendix 1)
- All pupils will have access to the resources they need to learn. We will ensure this by surveying parents to see who has no access to ICT then providing, where possible, school computer stock to support those children, ringing to remind them to use it if they are not participating, and offering paper copies where practical.
- Teachers will communicate the purpose of activities and their success criteria for pupils by their comments on the learning platform, or verbally by Zoom.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families to differentiate the learning and supporting the parents to help their children through phone calls from the SENDCO
- COVID catch-up funding will be used effectively to support children who have gaps. This may be in school support during the day, or tutor groups after school if the bubble is still open and only a small number of children are being educated remotely. These groups will be dynamic and change according to need.

- Staff workload will be managed by communication with the Head teacher and Assistant Head.
- Leaders will measure engagement in remote learning each day. This will be done by monitoring who is participating, and emailing or calling to find out why the remote learning is not being completed.

5. Working with Parents

We are committed to working in close partnership with families

- We will provide remote learning in a range of ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND).
- We will provide support for parents to be available to access the online learning platforms by phoning them as requested.
- We encourage parents to support their children's learning, and to establish a routine based around the school day wherever possible by supplying them with a suggested timetable of how long they should spend on activities.
- Should parents be unable to access online work for any reason, they should contact office@aldermanpayne.cambs.sch.uk so that other arrangements can be made
- All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Suggesting schemes of learning so that teachers are aware of how the intended key components can be taught remotely and supporting staff as required.
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Providing training for staff virtually to ensure consistency across the subject
- Monitoring the effectiveness of remote learning, including looking at standards in the subject once pupils return
- Ensuring that staff, pupils and parents receive appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations as required

Teachers

Teachers will be provided with the necessary training on how to use the learning platform relevant to their year group.

When providing remote learning, teachers must be available between 9am and 3pm Monday to Friday out of this, the equivalent of one half day should be taken for PPA.

Teachers who are unable to work for any reason during this time should inform the Head teacher in order that alternative arrangements can be made to provide home learning

When providing remote learning, teachers are responsible for:

- Setting the learning:
 - Teachers will set work for the pupils in their classes every morning by 9am at the latest
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Teachers will set work using their online learning platform (R – Tapestry, Y1/2 – Class Dojo, Y3/4/5/6 – Google Classroom)
 - Daily English and mathematics work will be set as well as one element of the project
- Providing feedback on work:
 - Reading, writing and mathematics work will be marked daily
 - Work in other subjects will be acknowledged as required
 - The frequency with which teachers will provide feedback is set out below;

Marking and assessing learning

Work will be marked each day in order to assess how well the children have understood the learning and the following day's lesson adjusted accordingly. Marking varies depending on the age of the children

EYFS

- In EYFS we use "Tapestry" to assess the children's learning. The parents submit the work as photos, text, documents or videos.
- In Maths we check the learning and give positive feedback. When necessary, we comment on incorrect answers, asking the children to go back and check specific answers or to see what's wrong (in the case of incorrect number formation, for example). If we can see the work has been completed with ease an extension activity will be suggested.
- In Literacy, we continue to use the Power of Reading teaching sequences for lessons but are adapting them to be used at home. We read and respond to children's writing always praising an element of their work and suggesting a way to improve it. This could be linked to the content of work, to help develop their understanding of phonics or to give letter formation practice.
- In phonics we provide both online videos and teacher led lessons and follow up this new learning with practical and written activities using the phonics scheme "Read, Write Inc." Feedback is verbal during the lesson and we respond to individual follow up activities with comments on "Tapestry".
- An Online Zoom lesson is given each day focusing on: Topic based story, Wow Science, PSHE and RE. These are mostly oral activities where feedback is given verbally. Extra practical tasks are sometimes suggested for children to complete and if completed, children upload a photo.
- For Project work, we give the children positive praise and comments. We will also ask questions to develop their understanding or to challenge them further.
- We regularly monitor "Rising Stars": our online reading platform, ensuring children understand what they are reading and that they are accessing the platform consistently. Parents add observations to Tapestry if they have something they particularly want to share.

Years 1 and 2

- In KS1 we use Class Dojo for children's work to be submitted as photos, text, documents or videos.
- In Maths we check the learning and give positive stamps (a tick and stars). When necessary, we comment on incorrect answers, asking the children to go back and check specific answers or to see what's wrong (in the case of incorrect number formation, for example).
- In Literacy, we read and mark each piece of writing uploaded and choose one area to comment on for some pieces, for example, spellings, punctuation, vocabulary, handwriting or grammar. The piece should then be re-uploaded with the editing complete.
- An Online Zoom lesson is given each day focusing on: Spanish, Wow Science, PSHCE or RE. These are mostly oral activities where feedback is given during the lesson. Extra practical tasks are given some weeks for children to complete and if completed, children upload a photo.
- For Project work, we give the children positive praise and comments. We will also ask questions to develop their understanding, for example:
 - Why do you think this happened?
 - Would you rather be a carnivore or herbivore? Why?
 - What would you do differently next time?
- At the end of the week, points are awarded for completed learning.

Year 3 to 6

- As well as immediate verbal feedback during our 3-4 live "Zoom" lessons each day, we also mark and respond to the children's work daily. Maths is not uploaded onto our classroom as we question, mark and feedback during the live lesson. We also have open dialogue with pupils and set up "catch up" sessions in the afternoon to ensure that they are ready to progress the following day. In addition to this, we assess learning and open breakout rooms during the live lessons in the following lessons to ensure that children get as much individualised teaching and learning as possible.
- Writing, for both literacy and cross curricular subjects, is submitted and annotated in depth where appropriate. Suggestions are saved and the piece of work is returned to the child for them to respond to.

Should the child then resubmit the learning we mark it again. Also, a comment is sent with the returned learning to praise the child and give a next step where appropriate.

- For learning that is not primarily maths or literacy based e.g. art, geography, history etc where a different format of learning is submitted i.e. a poster, picture, sculpture etc. we comment appropriately on the piece and this is then viewed by the child.
- When marking, we give the children a mark out of 150, they are as follows:
 - 40** – room for improvement in effort, volume and presentation
 - 80** – an acceptable piece of learning and on task
 - 100** – a sound piece of learning showing good knowledge and depth
 - 150** – an exceptional piece of learning where the child has gone above and beyond

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

- Teachers are expected to make weekly contact with pupils, via emails, phone calls or Zoom
 - If there is a concern around the level of a pupil's engagement, the teacher should inform the SLT who will advise. To send a reminder email ii. to ring iii. SLT to ring
 - Teachers should only use their school email address to communicate with parents and pupils. All parent/carer emails should come through the class learning platform or the school admin account office@aldermanpayne.cambs.sch.uk
 - Teachers and SLT should check emails at least once a day and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking. There is no expectation that staff will respond to parents emails sent after 6pm until the following day.
 - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the SLT to support.
 - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Teachers will respond promptly to requests for support from families at home, by ringing or emailing them.
 - Any complaints or concerns shared by parents or pupils should be reported to the Head teacher
 - For any safeguarding concerns, refer immediately to the safeguarding leads – Rachel Lynn, Sue Blyth
 - Teaching staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Obtain a test and share the result of it with school so that appropriate plans can be made
 - If unwell themselves, teachers will be covered by another staff member or supply teacher. Planning and other activities will not be undertaken until the teacher is fit for work.
 - Following contact with school, the office manager may set up a referral to Occupational Health to support that individual

Teaching Assistants

In the event of a lockdown where school remains open to critical workers, teaching assistants and MDAs will be put on a rota. On other days when they are not in school, teaching assistants must be available during their usual working hours to complete tasks as directed by the class teacher or SENDCO. 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.

The following tasks/roles are examples and do not constitute an exhaustive list:

- Assisting the class teacher with supporting pupils for example attending Zoom meetings so that the teacher is not on their own during Zoom calls
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents

- Completion of work that accords with school improvement priorities

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENDCO

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans
- Identifying the level of support required by pupils
- Ringing each week to check on children with IEPs and children who are looked after

The Office Manager

- Working remotely to monitor the office email address.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

ICT lead

- Asking for advice from the ICT service to support the systems used to set and collect work
- Helping staff with any technical issues they are 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

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 with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable sent by the class teacher
- Support their children in their reading as far as they are able, so that they continue to read their online reading resources via "Rising Stars"
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, by emailing office@aldermanpayne.cambs.sch.uk
- Seek help from the school if they need it, communicating with class teachers through the class learning platform or by contacting the school via office@aldermanpayne.cambs.sch.uk
- Be respectful when making any complaints or concerns known to staff

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

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little

personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to one of the three designated safeguarding leads. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on September 9th 2020.

Staff must ensure all communication with parents and pupils is conducted through the school email office@aldermanpayne.cambs.sch.uk or the learning platforms (Tapestry, Class Dojo, and G-Suite) following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Policy for using "Zoom"
- Code of Conduct for Phone calls, Video conferencing and recorded video

Appendix 1

Alderman Payne Primary School - Remote Learning Contingency Plan detail

If remote education is needed for a bubble or school:

Education must be provided from Day 1

Reception Class

Daily Learning activities to support development in Prime areas should be set via Tapestry as parents already engage with this.

Daily Learning activities to support development the national curriculum for the three Year 1s should be set via Tapestry as most parents already engage with this

RWInc online lessons should be set – links provided to parents via Tapestry as well as live lessons.

Links to online books should be shared each week via Rising Stars 20 books to be read each half term:

A short daily Zoom session should be available for children- story telling focus- to ensure that children remain in contact with teacher and have access to story time. TAs to attend and HT to monitor as requested.

Y1/2 Class

Assignments should be set via Class Dojo- these should include links to relevant learning material which build upon what pupils know, can do and understand. Lesson objectives should be communicated as per the agreed school principles.

Learning should be appropriately planned and differentiated to ensure that they meet the needs of all learners. RWInc online lessons should be made available each week in line with the sounds which would be taught in the programme for each group.

English- minimum of 1 lesson/ assignment per day. Power of Reading materials, Oak Academy materials or own materials may be used

Links to online books should be shared each week via Rising Stars 10 books to be read each half term and the end of book quizzes completed

Maths- minimum of 1 lesson/ assignment per day. White Rose, Oak Academy materials or own materials may be used

Times Table Rockstars to be used at least twice a week

Project/ Science- minimum of 1 assignment per week

Relevant apps to be shared with the class.

Physical activity/ challenges to be set weekly for each class using Joe Wickes or own materials.

Weekly Zoom lessons should be held in at least 2 subject areas with the class teacher to ensure that children remain in contact with teacher and peers. TAs to attend and HT to monitor as requested.

Y3/4 Class

Assignments should be set via G-suite- these should include links to relevant learning material which build upon what pupils know, can do and understand. Lesson objectives should be communicated as per the agreed school principles.

Learning should be appropriately planned and differentiated to ensure that they meet the needs of all learners.

RWInc online lessons should be made available each week for small number of children who still need this support in line with the sounds which would be taught in the programme for each group.

English- minimum of 1 lesson/ assignment per day. Power of Reading materials, Oak Academy materials or own materials may be used

Links to online books should be shared each week via Rising Stars 7 books to be read each half term and the end of book quizzes completed

Maths- minimum of 1 lesson/ assignment per day. White Rose, Oak Academy materials or own materials may be used

Times Table Rockstars to be used daily for a short period of 10 minutes.

Project/ Science- minimum of assignment per week

Relevant apps to be shared with the class.

Physical activity/ challenges to be set weekly for each class using Joe Wickes or own materials.

Zoom lessons should be held in at least 2 subject areas daily with the class teacher to ensure that children remain in contact with teacher and peers. TAs to attend and HT to monitor as requested.

Y5/6 Class

Assignments should be set via G-suite- these should include links to relevant learning material which build upon what pupils know, can do and understand. Lesson objectives should be communicated as per the agreed school principles.

Learning should be appropriately planned and differentiated to ensure that they meet the needs of all learners. English- minimum of 1 lesson/ assignment per day. Power of Reading materials, Oak Academy materials or own materials may be used.

Links to online books should be shared each week via Rising Stars 7 books to be read each half term and the end of book quizzes completed.

Maths- minimum of 1 lesson/ assignment per day. White Rose, Oak Academy materials or own materials may be used

Times Table Rockstars to be used daily for a short period of 10 minutes for the children who still need this.

Project/ Science- minimum of assignment per week

Relevant apps to be shared with the class.

Physical activity/ challenges to be set weekly for each class using Joe Wickes or own materials.

Zoom lessons should be held daily in at least 2 subject areas with the class teacher to ensure that children remain in contact with teacher and peers. TAs to attend and HT to monitor as requested.

SEND

All SEND pupils should have weekly tasks set which link directly to their targets- SENDCo to monitor and parents to have contact details to discuss any concerns or area of need.

A member of staff from each class to contact families via telephone at least fortnightly (or weekly if they have not had contact via email or Class learning platform) to check in, see how they are and discuss any difficulties related to home learning. HT and SENDCO to contact vulnerable pupils at least weekly or 3 x weekly as appropriate.

Class teachers should be mindful that whilst most pupils have access to a tablet or phone not all pupils have access to a laptop. Tasks need to be accessible via different devices and printing should not be required. If class teachers are concerned that a disadvantaged pupil does not have access to ICT please contact the HT.

If an individual child is self-isolating and unable to come to school:

Education must be provided from Day 1

Appendix 2 - Zoom sessions:

Important disclaimer: By accessing the zoom meeting, you are agreeing to share your personal information and data within a controlled school group. You are also agreeing to the terms of use below.

Meeting IDs will be sent to parents via Class learning platform.

The 9-digit number is the passcode you need to access the session.

Please be aware that the following apply to live sessions:

- A grown up must oversee their child/ren on the zoom meeting
- Switch the settings to have microphones and videos off when joining a session.
- Sessions are **NOT** to be recorded by parents or pupils.
- During sessions, screen shots using the device or other devices are strictly **NOT** allowed.
- Ensure the host (Teacher) is in control of who can control the screen.
- Learn how to mute and unmute, including video screens.
- Be conscious of background environments and others in the room.
- Staff will have a school lanyard on during the meeting
- No 1:1 lessons should take place, groups only.
- Staff and pupils will wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background.
- Videos may be muted for both pupils and staff if other children in the household become unsettled or cause a disruption.
- Please note if you are late for the session, you can still join.

The Zoom page will be password protected. You will need the details via Class learning platform to parents for the username; the password will be the same as the passcode for the session. Please opt out of the video option if you do not want your child to be videoed and posted during the session.

Children should only sign on using their first name only.

Helpful tips for pupil's success using Zoom:

- Make sure you are muted when not talking
- Be yourself and respect others – Think about what you are going to say.
- Ask questions using chat function or put your hand up using the hand feature if wanting to ask a question live
- Use reactions to engage with your class
- Think before you write
- Any behaviour deemed not appropriate, pupils will be warned once then the next time removed from the chatroom.
- Focus on what is being taught or said, rather than distracting others.
- Make sure the adult you see is the person you know from school.