

Castle Hill Primary School Remote Learning Policy



Reviewed on: October 2020 (January 2021)

Next Review date: September 2021

Reviewed by: Su Broadhurst & Full Governing Body

Review frequency: Annually

When teaching pupils remotely, we will;

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- We will ensure every child knows how to access Oak National Academy lessons to do this.
- We will provide workbooks at the appropriate level for each child in Maths and English as an alternative provision.
- We will set PAWS- Purposeful Activities Without School. These will encourage practical application of learning.
- We will provide a topic web outlining areas of the wider curriculum the children are covering.
- Timetable two class 'Google Meets' with the teacher a week.
- Post a timetable on Seesaw to share expectations for the week.
- Use 'Google Classroom' to set work and enable pupils to 'Turn it in' for assessment.

This will enable us to;

- 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. On occasion this might be delivered by the teacher in school and posted on Seesaw. This will enable further support for areas needing clear explanation – ideas for topic work, maths concepts. Also, through Oak National Academy high-quality curriculum resources and videos.
- In Year 6, live teaching lessons will be used to deliver regular English sessions. Live maths support with small groups or individuals will be given throughout the week.
- Live lessons will be used for the whole school in subjects across the curriculum.
- 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.
- We will use Seesaw as a means of communication. Children will be expected to post their PAWS activities weekly onto the site. Teachers will ensure completed work books are returned to boxes at the school gate, and although marked at home they are checked for completion and understanding and replaced with the next workbook, on the specified dates, in the collection box at the school gate.
- Teachers will ring their families prioritizing those not engaging in Seesaw offering them further support to improve learning.

- We will extend our personalized curriculum when we have ensured all families can access more digital learning. We will do this through 'Google Classroom'. We will continue to work with families unable to work online. If necessary, we will supply workbooks to ensure children are engaged in learning.
- 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 .
- Workbooks will be set at the appropriate level.
- Seesaw will be a valuable platform for including powerpoints and video support.
- The SLT will ensure the school operates as a unit and gives guidance as to when it is necessary to take a whole school approach.
- 'Google Classroom' will enable differentiated work to be set.
- Plan a programme that is equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- A published timetable sets out the expectations clearly so that it is evident that pupils are expected to work a school day.

Example Weekly Timetable-Lockdown Reception

Monday	Tuesday	Wednesday	Thursday	Friday
10 minutes Phonics workbook	10 minutes Phonics workbook	Workbook- Maths workout	10 minutes Phonics workbook	10 minutes Phonics workbook
		BREAK		
Workbook- Handwriting Or Oak National Academy	Workbook- Maths workout Or Oak National Academy	Big Talk- emphasise good vocabulary and whole sentences-Retell events and stories. Or Oak National Academy	Workbook- Maths workout Or Oak national Academy	Workbook- Handwriting Or Oak National Academy
		LUNCH		
Reading	Reading	Reading	Reading	Reading
Play a board game	Do a jigsaw	PAWS/ WOWS onto Seesaw	Creative Afternoon Do a painting/build a model	Active/ Physical Afternoon

- Date on top of each page
- One workout per session
- Quality of expectation-use sharp pencil
- Parents mark work and sign workout done on contents page
- Do corrections with your parents.

Weekly Timetable-Lockdown KS1- Year 1

Monday	Tuesday	Wednesday	Thursday	Friday
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Phonics Weekly Workout Book	Phonics Weekly Workout Book	Phonics Weekly Workout Book	Phonics Weekly Workout Book	Phonics Weekly Workout Book
		BREAK		
Workbook- Handwriting Or Oak National Academy	Workbook- Targeted Study and Question Book- Maths Or Oak National Academy	Big Write Or Oak National Academy	Workbook- Handwriting Or Oak National Academy	Workbook- Targeted Study and Question Book- Maths Or Oak National Academy
		LUNCH		
Reading	Reading	Reading	Reading	Reading
Topic Work	Topic Work	PAWS onto See Saw	Topic Work	Active Afternoon

- Date on top of each page
- One workout per session
- Quality of expectation-use sharp pencil
- Parents mark work and sign workout done on contents page

Weekly Timetable-Lockdown KS1- Year 2

Monday	Tuesday	Wednesday	Thursday	Friday
Workbook- Handwriting	Workbook- Handwriting	Workbook- Handwriting	Workbook- Handwriting	Workbook- Handwriting
		BREAK		
Workbook-Targeted Study and Question Book- English Or Oak National Academy	Workbook- Targeted Study and Question Book- Maths Or Oak National Academy	Big Write Or Oak National Academy	Workbook- Targeted Study and Question Book- English Or Oak National Academy	Workbook- Targeted Study and Question Book- Maths Or Oak National Academy
		LUNCH		
Reading	Reading	Reading	Reading	Reading
Topic Work	Topic Work	PAWS onto See Saw	Topic Work	Active Afternoon

- Date on top of each page
- One workout per session
- Quality of expectation-use sharp pencil
- Parents mark work and sign workout done on contents page
- Do corrections with parents in a different coloured pen.

Weekly Timetable-Lockdown KS2

Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Reading	Handwriting	Reading	Reading
		BREAK		
Workbook-Targeted Question Book- Comprehension Or Oak National Academy	Workbook- Targeted Question Book- Maths Or Oak National Academy	Big Write Or Oak National Academy	Workbook- Targeted Question Book- Maths Or Oak National Academy	Workbook- Targeted Question Book- Comprehension Or Oak National Academy
		LUNCH		
Topic Work	Topic Work	PAWS onto See Saw	Topic Work	Active Afternoon

- Date on top of each page
- One workout per session

- Quality of expectation-use sharp pencil/pen
- Parents mark work and sign workout done on contents page
- Do corrections in different a coloured pen.

1.Aims

This remote learning policy for staff 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

2.Roles & Responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3.15pm.

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 as agreed in the whole school policy on Remote Learning.**

This will include:

- Publishing the Class timetable weekly with hyperlinks to the work planned.
 - Teaching children how to use Oak National Academy and knowing who has access to it.
 - Providing Workbooks at the appropriate level and monitoring their completion.
 - Sharing a Topic Web that parents and children can follow
 - Assessing PAWS activities posted on Seesaw.
 - Posting work at the appropriate level on 'Google Classroom'.
- **Ensuring every child in their class has been set work and knows how it can be accessed**

The amount of work they need to provide will be set out on the timetable

When this work needs to be set (SLT to give guidance)

Where work should be uploaded (e.g. Seesaw) – Staff know how to do this and are familiar with the system. The ICT lead will support any difficulties.

The SLT will liaise regularly to ensure consistency in approach, 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.

- **Providing feedback on work –**

Access to completed work from pupils will be uploaded on Seesaw (PAWS activities) workbook completion and 'Google Classroom'.

Teachers will share feedback with pupils through Seesaw (PAWS) and by checking workbooks handed in before the next one is given. They will use 'Google Meets' to address any common misconceptions.

Sharing feedback on completed work will be an important way of keeping in touch with pupils who aren't in school and their parents:

- Teachers are expected to maintain regular contact through Seesaw. When making phone calls to families teachers should prioritise families that have not engaged on Seesaw first. Although it is anticipated that a phone call will be made to each family every two weeks, these should be made through the school phone system linked to teacher laptops. If personal mobile phones are used 141 should be put in front of the number to keep personal details safe.
- Parents wishing to contact a teacher should address their email to admin@castlehill.gloucs.sch.uk.
- Teachers will not respond to emails from parents and pupils outside of working hours (9am-3.15pm)
- Any complaints or concerns from parents will be shared with the SLT who will support a satisfactory outcome for all parties.
- Any safeguarding concerns should be logged on MyConcerns so that action can immediately be agreed with the DSL's.
- The school will endeavour to encourage all pupils to complete work. This will be by setting work at the appropriate level, providing an alternative to online learning if internet access is poor, providing support through Seesaw, telephone support and encouragement.
- Teachers making videos should dress in a professional manner, limit background noise and ensure the location is appropriate for their audience.

If teachers will also be working in school, the responsibilities for the above during this time will still be with the class teacher. Therefore, any links between the in-school and remote provision should be maximised. For example, using Oak National Academy in school, completing the same topic and PAWS activities. The school will endeavour to support the teacher's workload by providing non-contact time wherever possible. This will depend on staff availability and cannot be a guarantee.

2.2 Teaching assistants

It is planned that all the while school is at least partially open then all teaching assistants, unless shielding, will be working in school for their normal timetable.

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.

Under the direction of their nominated teacher, teaching assistants can be asked to

- Support individual pupils who aren't in school with learning remotely who are struggling with access or motivation.

This might include additional phone calls, further video explanations and personalised additional resources.

2.3 Subject leads

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.
- Monitoring the remote work set by teachers in their subject. They will do this by regular input into SLT meetings and by reviewing work set and completed on Seesaw.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular SLT meetings, 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

2.5 INCO

- The INCO will monitor children with SEND and can access work set by the class teacher.
- The INCO will have agreed a list of fragile children with the Head
- The INCO will maintain regular contact with these families providing learning support in addition to the class teacher as well as signposting to and additional needs the families might encounter.
- The INCO will use the pastoral lead's expertise to further provide support needed. This might be organising community projects, videos to support with mental health or specialised telephone help.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Supporting the class teacher to monitor and action any concerns raised by on MyConcerns to ensure there is a satisfactory outcome and that all children's safety is prioritised.

2.6 IT staff

IT subject lead is responsible for:

- Communicating with Hardware support to 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
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable by email at admin@castlehill.gloucs.sch.uk
- Complete work to the deadline set by teachers
- Upload evidence of work on Seesaw
- Alert teachers if they're not able to complete work and seek help.

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 making any concerns known to staff

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

3. Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or INCO-Sarah
- Issues with IT – talk to IT subject lead, Angela/Hardware support, Alex
- Issues with their own workload or wellbeing – talk to Key Stage lead
- Concerns about data protection – talk to the data protection officer- Jane /Dan

- Concerns about safeguarding – talk to the DSL
- The SLT will support all the above

4.Data Protection

4.1 Accessing personal data

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

- Use their school devices to access the data rather than their own personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers as part of the remote learning system. As long as this process is necessary for the school's official functions, individuals won't need to give permission for this to happen.

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

4.3 Keeping devices secure

These tips are based on our article on the [GDPR and remote learning](#).

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)
- 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

Addendum January 2021

During the CoronaVirus outbreak we are placing great emphasis on safeguarding arrangements. Alternative arrangements have been made to ensure we are in contact with our vulnerable children open to Social Services.

We are working very closely with the Gloucester safeguarding team and where necessary the police. For children we and social services have deemed safe at school we are in contact and completing meetings remotely.

A DSL is always available either at school or by telephone.

The Headteacher and DSL is keeping the Safeguarding Governor aware of new and existing safeguarding information and practice at school.

Please see Local Authority statement here:

<https://www.gscb.org.uk/media/2097299/covid-gcse-letter-6th-april-2020-final.pdf>

6. Monitoring Arrangements

This policy will be reviewed annually by staff and Governors. At every review, it will be approved by the full Governing Body.











7. 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 policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Current list of apps and websites in use by Castle Hill Primary School for remote learning

As of Feb 2021

	Google Classroom
	Google Meet
	Google Slides
	Google Docs
	Google Sheets
	Google Jamboard
	Espresso Education
	Oak National Academy
	Youtube
	BBC (Bitesize, class clips, home learning from CBBC and CBeebies)



SeeSaw