

Castle Hill Primary School

Remote Education Provision



Reviewed on: October 2024

Reviewed by: Headteacher

K. L. Stanick

Approved by: Full Governing Body

Review frequency: Every 3 years

This policy is for scenarios where remote education should be considered. These circumstances fit into two broad categories;

- School closures or restrictions on attendance where school access for pupils is restricted.
- Individual cases where a pupil is unable to attend school but is able to learn.

The school considers it imperative to remain open or to reopen as soon as possible. Every effort should be made to ensure pupils can be taught in person by attending their school or, if appropriate and possible, attending a safe alternative site.

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

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 when required.
- 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.
- 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. This will be provided by the teacher and posted on Seesaw or Google Classroom. 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.

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. If workbooks are used, these will be checked a regular intervals via a drop off/collection box in school. Work set via Google classroom will be marked digitally and returned promptly.

Teachers will ring their families prioritizing those not engaging in Seesaw offering them further support to improve 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.

Alternative provision given through levelled workbooks will be provided when agreed.

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 adapted tasks 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.

If remote learning is required for a lengthy period of time, an appropriate timetable will be published for each year group which sets out the expectations clearly.

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

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

- 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
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

- 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.

2. Roles & Responsibilities

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 expectations 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 all work turned in by pupils and returning it promptly.
 - 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 where appropriate.

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 an appropriate channel. 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 with families throughout the period of remote learning.
- 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.

Teaching Assistants

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.

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

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

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 any 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.

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.

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

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable by email via admin@castlehill.gloucs.sch.uk
- Complete work to the deadline set by teachers
- Upload evidence of work on Seesaw/Google classroom
- 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
- Ensure their child is appropriately supervised when accessing online content

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
- Issues with IT – talk to IT subject lead, Mrs Angela Richards/Hardware support
- Issues with their own workload or wellbeing – talk to Key Stage lead
- Concerns about data protection – talk to the data protection officer/School Business Manager
- Concerns about safeguarding – talk to the DSL (Headteacher)
- 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 placed great emphasis on safeguarding arrangements. Alternative arrangements were made to ensure we were in contact with our vulnerable children open to Social Services.

We worked very closely with the Gloucester safeguarding team and where necessary the police. For all other pupils that social services and the school deemed safe at school we kept in regular contact and completed meetings remotely.

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

The Headteacher and DSL kept 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. Free School Meals

Where pupils eligible for benefits-related school meals are receiving remote education, we will work with the school catering team to provide good quality lunch parcels or a food voucher if available and appropriate.

8. Suspension or Permanent Exclusion

As outlined in the suspension and permanent exclusion guidance, the Headteacher will take steps to ensure work is set and marked for pupils during the first 5 school days of a suspension or permanent exclusion.











9. 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 October 2024

	Google Classroom
	Google Meet
	Google Slides
	Google Docs
	Google Sheets
	Google Jamboard
	Oak National Academy
	Youtube
	BBC Teach, class clips, home learning from CBBC and CBeebies)
	SeeSaw