

GRANBY PRIMARY SCHOOL

REMOTE LEARNING POLICY

Statement of School Vision

At Granby we believe that learning is a lifelong experience and should be rewarding and enjoyable. Our strategy for remote learning continues this.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including those with Special Educational Needs) who are not in school through the use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support for motivation, health and well-being and parent support.
- Support effective communication between the school and families, and support attendance.

Who is this policy applicable to?

- A child is absent because they are displaying symptoms and 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.
- A child is absent because they are required to self-isolate because a member of their household has tested positive. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child is absent due to other Covid-19 related reasons e.g. are required to remain in quarantine after a trip abroad to a country which is NOT on the exempt list of countries or they are subject to shielding restrictions.
- The entire school is closed due to a Local or National lockdown, with Critical Workers or Vulnerable Groups in school; a full list of these groups can be found on the gov.uk website.

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- *The online tool for EYFS, KS1 and KS2 is Microsoft Teams.*
- Use of Live Events and assemblies.
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of Digital Content including; *BBC Bitesize, Oak Academy, Education City, Espresso and Purple Mash.*

Home and School Partnership

- Granby Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Granby Primary School would recommend that each 'school day' maintains structure for children working from home remotely.

- We encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

Digital Devices

- Where children are unable to access remote learning due to a lack of technology at home, Granby Primary School will do all it can to aid access via the loan of school laptops/tablets. Where digital devices are made available on a loan basis it is expected that parents will sign and abide by the terms in the school's laptop loan agreement.

Safeguarding Considerations

- All work for pupils is posted via Microsoft Teams, Parent Mail or class email.
- Staff should use school devices when contacting pupils and should only use school email.
- The Senior Leadership Team will regularly provide information to parents regarding safe online use at home via Parent Mail updates.
- Where Live Teams lessons are utilised staff must ensure they are appropriate in dress and appearance, all backgrounds should be plain or blurred with no identifying features. Staff must use professional language at all times.
- General code of conduct of ICT use should be observed (please refer to the Staff Code of Conduct and Acceptable Use Policy).
- Consideration should be given to data protection issues.
- When staff contact pupils or parents via phone call and they do not have access to a work phone they should always use 'caller withheld' to ensure pupil/parent is not able to identify the staff member's personal contact details.

Teacher Expectations

To note: the suggested expectations below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school. For detailed information of the school's tiered offer, see Appendix 1.

Granby Primary School will provide a refresher training session and induction for new staff on how to use Microsoft Teams. Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

When providing remote learning, teachers must be available to pupils between 8.45am – 3.15pm. 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.

When providing remote learning, teachers are responsible for the following;

Planning & Setting work:

- Plan lessons that are relevant to the curriculum focus for that year group and endeavor to replicate this through tasks for home learners. This should be equivalent to the teaching time in school.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Teachers to set clear deadlines and expectations for work to be completed

- Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing blogs/check ins
- Microsoft Teams and class email will be used to share work for all year groups.
- A register will be taken for each live taught session.

Providing feedback on work:

- Provide daily contact with pupils as and when needed between the hours of 8.45am and 3.15pm (except when teachers are undertaking PPA each week).
- Individual submissions of work to be made via Microsoft Teams or class email.
- Focus individual feedback on where there are clear misconceptions that need to be addressed by class email or via Microsoft Teams.
- At least one piece of work to be provided with individual feedback per week.
- Three live lessons to be delivered per day, with a follow up task to be completed independently.
- Provide end of the week feedback for the class/year group which includes learning objectives covered, skills learnt and tasks completed.
- Provide immediate feedback via the chat function on Microsoft Teams, through pupil questioning in the live lesson and through the use of quizzes.

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

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- To respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via the class teacher's email address.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL

Pupil & Parent Expectations

Staff can expect pupils learning remotely to:

- Register daily for each lesson.
- Complete work set by teachers.
- Seek help if they need it, from teachers via email or Microsoft Teams.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Contact the school 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 complaints or concerns known to staff

Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Care and management of Children Policy
- Data Protection Policy
- Acceptable use Policy
- Communications Policy
- Health & Safety Policy
- Staff Code of Conduct

- Digital Device Registers
- Digital Device Loan Agreements
- End User Agreements for Microsoft Teams, Espresso and Purple Mash.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed annually, or as and when needed, should government guidance relating to remote learning change.

Appendix 1: Remote Learning Plan – School Offer

The plan below makes clear the school’s tiered offer for Remote Learning.

Offer	What it means for our school	Expectations
A	Year group/Class bubble have been sent home to self-isolate	<ul style="list-style-type: none"> • Lessons are relevant to the curriculum focus for that year group. • Lesson content will be delivered through a combination of commercial and school created resources. • The work set should follow the usual timetable for the class had they been in school, wherever possible. • Register pupil attendance at each lesson. • Teachers to set clear deadlines and expectations for work to be completed • Provide resources and activities to support pupil wellbeing whilst working from home e.g. check ins • Microsoft Teams and class email will be used to share work for all year groups. • Provide pupils with opportunities to access live phase assemblies • Provide daily contact with pupils as and when needed between the hours of 8.45am and 3.15pm (except when teachers are undertaking PPA each week). • Individual submissions of work to be made via Microsoft Teams or class email • Focus individual feedback on where there are clear misconceptions that need to be addressed by class email or Microsoft Teams. • One piece of work to be provided with individual feedback a week • Three live lessons to be delivered per day at an allocated time with a follow up task to be completed; these will include literacy/phonics, numeracy and a foundation/topic based subject. • Provide end of the week feedback for the class/year group. • If there is concern around the level of engagement of a pupil/s, parents should be contacted via phone to access whether school intervention can assist engagement.
B	Half a class bubble (or large group of pupils) have been	<p>This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time duties providing within class teaching. Group feedback will be provided but will be</p>

	<p>sent home to self-isolate</p>	<p>proportionate to the time teachers have during the week for normal marking/feedback</p> <ul style="list-style-type: none"> • Lessons are relevant to the curriculum focus for that year group. • Lesson content will be delivered through a combination of commercial and school created resources. • The work set should follow the usual timetable for the class had they been in school, wherever possible, (inc equivalent teaching time). • Individual submissions of work to be made via Microsoft Teams or class email • Teachers will reply to work submitted online, identifying any areas of misconception and addressing through group feedback on a weekly basis • Provide pupils with opportunities to access live phase assemblies • Provide pupils with daily well-being check ins. • Teachers to set clear deadlines and expectations for work to be completed • If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
<p>C</p>	<p>An individual child or small number of individuals are sent home to self-isolate</p>	<p>This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time duties providing within class teaching. Individual feedback will be provided but will be proportionate to the time teachers have during the week for normal marking/feedback</p> <ul style="list-style-type: none"> • Lessons are relevant to the curriculum focus for that year group. • Lesson content will be delivered through a combination of commercial and school created resources. • Pupils to be sent the previous days learning including tasks to be completed via Parentmail. • Individual submissions of work to be made via Microsoft Teams or class email • Teachers to reply to work submitted online prioritising areas of misconception and providing individual feedback • Provide pupils with opportunities to access live phase assemblies • Provide pupils with daily well-being check ins. • Teachers to set clear deadlines and expectations for work to be completed • If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
<p>D</p>	<p>Whole school is in lockdown, the majority of children are working from home, the school is providing face to face provision for Critical Worker and</p>	<ul style="list-style-type: none"> • As offer A, however live lessons will be streamed into the classes where TA staff will support Critical Worker/Vulnerable children. This will mean that daily teacher contact will be available with their own class teacher in order to support our blended learning offer. • All Critical worker/vulnerable children will have opportunities during the school day to access year group remote learning with the support of school staff.

	Vulnerable children only	<ul style="list-style-type: none"> Teachers will have flexibility to take their allocated PPA within their working week around the above tasks, where teachers are supporting the face to face provision for CW/VG, Senior Leadership Team will make sure that PPA is provided around teaching duties.
E	Teacher has been sent to self-isolate but class is still in school	<ul style="list-style-type: none"> Teacher to provide cover/supply teacher with planning and support to deliver lessons within school, this may involve remote meetings to discuss/clarify planning and children's progress. Delivery of some sessions may be conducted remotely to the class where appropriate and may include pre-recorded resources e.g. morning message, story time, voice over PowerPoints etc. Teachers to take responsibility for the remote learning of any children in that year group who are also self-isolating (Offer C). Teacher will have the flexibility to take their allocated PPA time within their working week around the above tasks Note: Where the teacher is unwell they should follow the normal sickness absence procedure, there will be no expectation for them to work from home under these circumstances.