



Thomas Gray Primary School Policy for Remote Learning

Statement of intent

At Thomas Gray Primary, we understand the need to continually deliver high quality education, including during periods of remote working - whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability,
- and to remain happy, healthy, and supported during periods of remote learning.

Thomas Gray Primary School recommends that families endeavour to allow children to follow their regular and familiar routines and timetables. Thomas Gray families should also take account of acceptable use and privacy documents on the school website.

DfE Expectations

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.

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.

Guidance updated <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Thomas Gray Aims and objectives

The aims of this remote learning policy are 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 and child protection.
- Provide continuity of learning.

The objectives of this remote learning policy are to:

- Developing an effective remote education policy that is aligned with in-school provision and curriculum planning.
- Recognising how remote education fits into school policies and legislative frameworks.
- Cultivating a whole school approach to remote education.
- Recognising the importance of effective communication and consideration for wellbeing.

Timescale

This policy will come into immediate effect in the event of:

- a full lockdown involving the whole school

- a partial lockdown involving either a whole bubble or part of a bubble
- individual children being affected

Roles and responsibilities

The role of teachers

When providing remote learning for individual children who are isolating, teachers are responsible for:

Remote learning paper offer:

- A paper-based learning pack will be provided with 1x English, 1x Maths and 1x foundation subject activity per day. Work will reflect the learning being delivered in school.
- Teachers will aim to complete Zoom sessions with children as well as setting work on Purple Mash, Seesaw or Google Classroom.
- A blank exercise book will be provided for completion of English, Maths and foundation subject activities and tasks.
- An appropriate book band reading book will be provided in the pack.
- With prior arrangement, a family member/friend (who is not self-isolating) can collect the learning pack or in exceptional circumstances it will be posted out.
- During the self-isolation period the class teacher will contact the family via telephone, once each week to check in and see if everyone is ok with the remote learning.
- Pupils will be encouraged to photograph/upload their work they complete to their personal Showbie account. The class teacher will then provide feedback on this in the same time frame they would in school. Those without access to a laptop, PC or tablet will be offered the loan of a DfE laptop to help children to work on the Internet at home for the duration of their isolation.
- The paper based learning packs and reading books are to be returned to school on a pupils return. In line with current H& S guidance, this will be put aside for 48 hours. After this time feedback will be given and pupils will be able to share the work they are proud of.

When providing remote learning for a class bubble closure, teachers are responsible for:

Remote learning paper offer:

This will be the same as that provided to individual children who are isolating. See above for full details.

Remote learning online offer:

- This information will also be replicated and provided to pupil via their personal Seesaw accounts.
- Pupils will be encouraged to photograph/upload any work they complete to their personal Seesaw or Purple Mash account. The class teacher will provide feedback on this in the same time frame they would in school.
- 'Welfare-check - each child will be offered a weekly communication with the Teacher during the self-isolation period. This will be to check in and see if everyone is ok with the remote learning and offer support if/where needed. This will take the form of a phone call to each family. Phone calls should be made using school phones. Where this is not possible because

staff are working from home and using personal devices, then teachers must withhold their personal numbers.

- Responding to emails and messages from pupils/parents on a daily basis during normal working hours.

The role of 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject - through access to the
- Alerting teachers to resources they can use to teach their subject remotely

The role of the SENCO

Alongside any teaching responsibilities, the SENDCo is responsible for:

- Ensuring all children with an EHCP or identified additional needs has appropriate provision for remote learning.
- Liaising with parents of SEND children to ensure they are supported in remote learning.
- Supporting teachers to ensure SEND children have appropriate learning opportunities during remote learning.

The role of the remote learning lead

Alongside any teaching responsibilities, the remote learning lead is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning - through access to the class/pupil pages
- Facebook, Twitter and Seesaw pages and feedback from families
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

The role of pupils is to:

- Participate in remote learning activities provided by their teacher
- Seek help if they need it, from their teacher
- Alert their teacher if they're not able to complete work

The role of parents / carers is to:

- Encourage their child to access remote learning and any other associated activities
- 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 complaints or concerns known to staff

Wellbeing

At Thomas Gray Primary School we recognise that everyone's wellbeing is important. Learning remotely, at home, can be very intense - for parents / carers as well as children. We very much appreciate whatever support parents and carers can provide. As a school we will endeavour to ensure that work which is set, encourages our pupils to work independently, without the specific support of an adult at home, however we appreciate that this may not always be possible.

Curriculum

At Thomas Gray Primary School we acknowledge that there has been much disruption to children's education, therefore, we are committed to ensuring that all children continue to receive a quality education should the need for remote learning arise. Our approach includes a blend of paper resources, online learning including resources available through online learning platforms such as:

- Oak National Academy
- Google Classroom
- Paper Booklets
- BBC Bitesize
- White Rose Maths
- Purple Mash
- Spelling Shed
- Talk 4 Writing Work Packs
- Letters and Sounds links
- Times Tables Rockstars

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

At Thomas Gray Primary School, we are fully aware that these are exceptional times and each family is unique, because of this we will always try to approach remote learning in way which suits their individual needs.

Access to technology at home

Every child in Years 1 - 6 have an individual Chromebook. Pupils and parents will be surveyed when appropriate to find out about their access to technology at home. This will be used to help inform school as to children that may need their remote learning provision altering to suit their access to technology. Alternatively a paper-based copy is available upon request from the school office. This loan agreement must be signed and handed into the school office prior to school lending a pupil a laptop for the purpose of completing remote learning activities during the period of self-isolation.

Data protection

When accessing personal data for remote learning purposes, all staff members will be able to access parent contact details via 'Teachers2Parents' using a secure password. They will also have access to 'MyConcern' to record any concerns about children, this is accessed via a secure username and password. School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils. Please refer to our separate Data Protection and Online-Safety policies for further guidance.

Safeguarding

Safeguarding remains key throughout this time and particularly in this new area of remote learning for our school. This policy should be read in conjunction with our Child Protection and Safeguarding policies for further guidance.

Links with other policies

This policy should be read in conjunction with the following policies:

- Behaviour policy
- Child protection policy
- Safeguarding policy
- Data protection policy
- Online safety policy

Monitoring and Review

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head teacher, SLT and remote learning lead. This policy will also be reviewed whenever updated guidance to remote learning is provided by the DfE. The Remote Learning Lead will liaise regularly with staff, to monitor the effectiveness of the policy. At every review, it will be approved by the governing body.

Date set: November 2023

Review Date: November 2026

Signed: Headteacher -

Signed: Chair of Govs -