Rosh Pinah Primary School

Remote Learning Policy

Date of Ratification: December 2020
Date for Review: September 2021

Rationale
This Remote Learning Policy has been written as a guidance for staff and parents during the COVID-19 pandemic. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely.

The school's usual Online Safety Policy and Acceptable User Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances.

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Educational Provision for Individuals who are Self-Isolating or Shielding
In the event that individual pupils are confirmed to be self-isolating or shielding due to COVID, Class Teachers will provide access to remote learning sessions and activities as long as they are heathy enough to work from home. This will be shared through Google Classroom. The remote learning timetable will, as much as possible, link to the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. We appreciate that some families won't be able to engage in all that is offered and, in this case, suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.

Staff will endeavour to view and feed back on as much of the pupils' work as they are able, whilst balancing their workload inside of school.

Remote Educational Provision for Whole Classes
In the event of a year group bubble or the whole school having to self-isolate, Class Teachers will post timetables on Google Classroom for their class. This will outline a range of learning activities in the full range of subject areas and contain tasks and activities to follow. We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills including Phonics sessions for Early Years and Infant classes. Jewish Studies live lessons will also take place with their Jewish Studies teacher.

PE, PSHE and mindfulness activity ideas will be spread throughout the week to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.

Interaction

We are keen to make remote learning an interactive experience through the submission and sharing of work by children and delivery of feedback from teachers whilst also arranging opportunities for pupils and families to compete, interact and collaborate, for example through Times Tables Rockstars Battles, Abacus and Purplemash.

Live Sessions
Academic subject areas where possible will deliver content in a 'live' manner (either by text or audio and/or visual means).

Google Meet is a platform that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'. Learners will be provided with details of sessions, and will be expected to participate in them if they are asked and are able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet.

Learners will be provided with a school email address to avoid any issues regarding GDPR. There will be no expectation for parents/carers or learners to provide their own email addresses for use.

Assessment
Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:
- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the "Comments" function on online documents or Google Classroom
- Sending a direct response to learners with specific feedback / targets

Expectations of Learners
Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

The school expects that most parents have internet access at home to access remote learning resources, but teachers will make no presumption of the learner's ability to print at home.

Expectations of Teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of learners' work – for example, the frequency of substantive tasks set, and the regularity of written assessment provided. Subject area policies will be applied in the event of remote learning.

All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set for her/his classes.

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialing 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should have access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership Team.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are
- Email using school email addresses only
- Google Classroom

Support for Pupils with SEND, EAL and other Specific Learning Enhancement Needs
Teachers should ensure that work is differentiated as required for all learners when setting online tasks. In addition, the SENDCo will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers if required.

Pastoral Care during a School Closure
In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, Class Teachers (under the guidance of the Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. Class Teachers will be expected to pass on feedback to the Senior Leadership Team, particularly if there are concerns or a lack of communication.

Safeguarding during a School Closure

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Behaviour Support during a School Closure
In the event of a school closure, the school's Pastoral Support Team will maintain support or interventions with identified children. Staff are reminded that the School's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. The Pastoral Support Team can also attend multi-agency or SEND meetings during this time via various platforms.

Sites and Services:
We are currently delivering remote learning through a range of sites and services, most of which are part of our usual online provision for children:

Google Classroom is our main method of communication between school and families and is used for posting daily timetables and text, video and photo updates between staff and families. www.googleclassroom.com

Purple Mash provide a full range of software for learning activities across the curriculum and allow staff to set 'To Dos' for children to complete. www.purplemash.com/roshpinah

Differentiated Maths activities that can be assigned and completed through Abacus www.activelearnprimary.co.uk/login

Any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. See our policies.

Safeguarding and Remote Learning
With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. Whilst we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's Designated Safeguarding Lead as normal.

The following websites offer useful support:
- Childline for support
- Safer Internet UK - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

- In addition, the following sites are an excellent source of advice and information:
- [Internet Matters](#) for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-Aware](#) - for support for parents and careers from the NSPCC
- [Parent Info](#) for support for parents and carers to keep their children safe online
- [Think U Know](#) - for advice from the National Crime Agency to stay safe online
- https://www.saferinternet.org.uk/advice-centre/parents-and-carers - advice for parents and carers

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

Links to other Policies (available on the school's website)
Safeguarding / Child Protection Policy
Teaching, Learning and Assessment Policy
Online Safety Policy / Acceptable User Agreements
Behaviour Management Policy
Data Protection / GDPR Policy