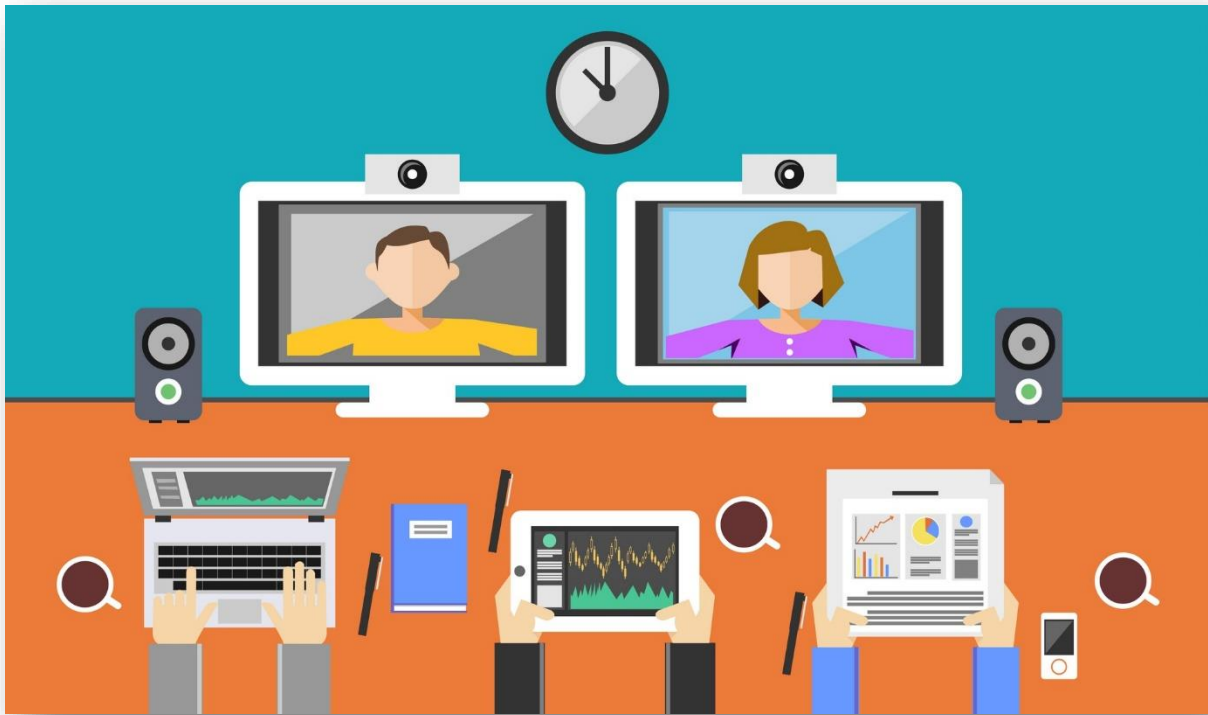




Roberts Primary School

Remote Education Policy



Revised: Spring Term 2021

Consultation Period: ended January 2021

Approved by Governors: February 2021

Date of Next review: Spring Term 2022

To be read in conjunction with:

Behaviour and Discipline Policy

Child Protection Policy

Safeguarding Policy

Data Protection Policy and Privacy Notices

Online Safety Acceptable Use Policy

Remote Education Code of Conduct

[Microsoft Privacy Statement](#)

[Microsoft Services Agreement for Microsoft Teams](#)

["Digital 5 a Day" Framework](#)

Approved by:

Senior Leader - Mrs D Hunt (Headteacher)

Governor – Mrs S Smith (Chair of Governors)



1. Statement of School Philosophy

Roberts Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as supporting the motivation, health and well-being of pupils and parent support
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Roberts Primary School*) is absent because they are awaiting test results and the household is required to self-isolate where 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 unable to attend school due to a local or national lockdown.

Learning will only be set for pupils who have tested positive for COVID-19 or who are isolating because of COVID-19. Learning will not be set if pupils are expected in school (e.g. parents choosing not to send because they cannot get their child into school because they are isolating due to track and trace).

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 and KS2 (*RM Unify, Microsoft Teams, school website*), as well as for staff CPD
- Use of recorded video *or Live Video* for instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as writing tools when necessary
- Use of BBC Bitesize, Oak National Academy, Inspire Education, Purple Mash, Scratch, Sumdog, White Rose

5. Home and School Partnership

Roberts 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.

Roberts Primary School will provide an initial prompt sheet/induction for parents on how to use Microsoft Teams as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Roberts Primary School would recommend that each 'school day' maintains structure

We would 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 case-to-case basis.

In line with Roberts Primary School's practice, we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

All children agree to an 'Acceptable Use Policy' at school, which includes online safety rules, and this applies when children are working on computers at home.

6. Roles and Responsibilities

Teachers

The responsibilities 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.

Roberts Primary School School will provide a refresher training session and induction for new staff on how to use Microsoft Teams.

When providing remote learning, teachers must be available between 8.45am and 3.15pm.

When providing remote learning, teachers must be available online for pupils/parents between 9.30am and 12.00pm.

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.

If a member of staff is absent, and unable to complete their duties, other members of the year group will need to populate the learning for that class.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes.
- The work should follow the usual timetable for the class had they been in school, wherever possible ensuring that an English, Maths, Basic Skills (including Reading/Phonic activities) and Topic activity are set daily.
- Weekly/daily work will be shared via Microsoft Teams, including PowerPoints with voice overs.
- Lessons will follow the below format:
 - 15-20 minutes taught through voice over PowerPoint.
 - Learning objective to be included in the PowerPoint.
 - Punctuate with questions.
 - An independent task.
- Staff may choose to include extension activities (links to another website/learning where pupils can continue their learning on the lesson) such as additional teaching videos from Oak National Academy.
- Every Maths lesson will start with a 10 minute oral and mental starter (with pause points for the children to have a go at answering questions set).
- Every English lesson to start with a 10 minute grammar or spelling starter (with pause points for the children to have a go at answering questions set).
- Staff may also take part in live tutorials (online face to face sessions with groups of pupils).

Online teaching should follow the same principles as set out in the schools code of conduct.

Roberts Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

During online lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blank or blurred.
- There is nothing inappropriate in the background.
- Language must be professional and appropriate, including that of any family members in the background.
- There are no avoidable interruptions (e.g. family members, telephone calls, email "pings", etc.).
- There are no other tabs open that would not be appropriate for a child to see if they are sharing their screen.
- Live tutorials should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day. It is advised that these are carried out in school.
- Staff must only use platforms (Microsoft Teams and school email) specified by senior managers to communicate with pupils.
- Staff should record the date and attendance of any sessions held.

Providing feedback on work:

- Feedback will be given to the children within 24 hours of a work being submitted unless the piece of work is submitted after 3.30pm on a Friday evening. In which case, this will be given on Monday morning.
- Teachers will also give informal prompts via the posts box to support the learning as children are completing tasks.
- Keeping in touch with pupils who aren't in school and their parents:
- Teachers will contact children who are not consistently handing in tasks or not completing to the best of their abilities. This can be done via Teams to the child or telephone to the parent.
- If there is a continued concern around the level of engagement of a pupil, parents should be contacted via phone to assess whether school intervention can assist engagement.
- If a child does not complete any of the online learning set more than 2 days in a row and is not responding to the teacher, contact needs to be made with the parents/carers.

All parent/carer emails should come through the school admin account (info@roberts.dudley.sch.uk) or to the class teacher through Teams or their school email account.

- Password help requests should come through the school admin account (info@roberts.dudley.sch.uk) or to the class teacher through Teams or their school email account.
- 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.

Teaching Assistants

Teaching assistants must be available during their normal working hours.

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.

During the school day, teaching assistants must complete tasks as directed by a member of the PLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Insert details, such as:

- Coordinating the remote learning approach across the school – Ken Hughes (Deputy Headteacher)
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, 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

Governing Body

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 systems are appropriately secure, for both data protection and safeguarding reasons.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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

The SENCO

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support
- Conducting safe and well phone calls, checking on pupils with EHCPs

Admin Staff

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Assisting the Headteacher as necessary

Pupils and Parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Designated Safeguarding Leads

The DSLs (Dawn Hunt, Carol Ratledge, Ken Hughes, and Sarah Burns) are responsible for managing and dealing with all safeguarding concerns. They may also conduct safe and well phone calls, checking on pupils who are subject to CiN or CP. For further information, please see the Safeguarding and Child Protection Policy.

7. Pupils without Devices/Internet

Children not accessing remote learning will be contacted to see if a device is needed. A small number of devices will be issued accordingly. Priority will be given where there is more than one child in a family so that more children can access learning with limited devices. Parents/carers will need to sign a user agreement before having one of these devices.

Children not accessing remote learning will be contacted to see if internet access is needed. Schools can request support via the DfE for children who need help with getting internet access.

If children do not have a device or internet access, teachers will share other ways in which remote learning can be accessed (e.g. tablet, Xbox, etc.)

Printed materials can be requested from the office and collected if they do not have online access. Work can then be returned to the school office if they do not have online access to hand this in remotely.

8. 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 year leader, subject lead or SENCO
- Issues with behaviour – talk to the relevant year leader
- Issues with IT – talk to IT staff (Naeem Sattar)
- Issues with their own workload or wellbeing – talk to their year leader/line manager
- Issues with safeguarding - refer to one of the Designated Safeguarding Leads straight away.

If parents/carers have any questions or concerns about remote learning, they should contact school using info@roberts.dudley.sch.uk or to the class teacher through Teams or their school email account.

If parents/carers have any concerns regarding safeguarding, they should contact school and speak to one of the Designated Safeguarding Leads.