

Laburnum Primary School

Remote Education Policy



Updated by: Deputy Head Teacher & Head Teacher **Approved Date:** November 2021

Last reviewed: November 2021

Next review due by: Ongoing

1. Statement of School Philosophy

Laburnum Primary School strives 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. We realise that the circumstances that cause isolation/closure will affect families in a number of ways and will therefore require some degree of flexibility depending on circumstance.

2. Aims

- To ensure consistency in the approach to remote learning for **all** pupils who aren't in school through use of quality online and offline resources
- To provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning
- To include continuous delivery of the school curriculum, as well as Well-Being and Parental support
- To support effective communication between the school and families
- To provide appropriate guidelines for data protection

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. For details of the remote education expectations schools are required to meet, please see the [schools coronavirus \(COVID-19\) operational guidance](#)

Replicating the classroom remotely

The [Education Endowment Foundation \(EEF\)](#) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Remote education good practice:

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

3. Who is this policy applicable to?

- Any child who is absent because they are awaiting test results or the household is required to self-isolate when the rest of their class are attending school and being taught as normal
- Children affected by any local or national restrictions

Remote learning will be shared with families when they are absent due to Covid-19 related reasons.

This policy is not applicable to any child who is too unwell to be in school.

4. Content and tools to deliver this Remote Education Plan

- **Online tools:** Google Classroom, Class Dojo, Sumdog, Numbots, TT Rockstars
- Printed learning timetable to direct learning on any given week
- Physical materials such as reading books and writing tools
- Use of BBC Bitesize, Oak Academy and White Rose maths

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Children will remain in contact with their Class teacher through Class Dojo and Google Classrooms.

Oak Academy has been selected as the main support for remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access learning relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

White Rose Maths resources will be used as they are closely matched to our maths curriculum and children are very familiar with the resources used.

Numbots, Sumdog and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills in maths.

Class Dojo will remain in use as the communication element has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support. The Class Story page will offer the chance for teachers to celebrate children’s work and maintain our school community. Use of Class Dojo will be in-line with the Communication Policy.

In addition to Class Dojo, Google Classrooms facilitates online learning tasks and feedback. Pupils will be set tasks to respond to/upload and feedback will be given as appropriate. Some tasks in Google Classroom will give instant feedback and a mark for the child, others will receive feedback from a teacher in the form of a message or annotation.

5. Home and School Partnership

Laburnum 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 in order to suit individual needs. Where possible, it is beneficial for young people to maintain a regular and familiar routine therefore we would recommend that each ‘school day’ maintains some structure.

We would encourage parents to support their children’s learning, including finding an appropriate place to work and to support and encourage where possible.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school and alternative solutions may be available. These will be discussed on a case-to-case basis.

6. Roles and responsibilities

Head Teacher and Deputy Head Teacher	<ul style="list-style-type: none"> ▪ Monitor the effectiveness of remote learning by receiving feedback from teachers, pupils and parents ▪ As Designated Safeguarding Leads, set out measures for keeping the school community safe. (See Child protection policy and COVID-19 Addendum for Lockdown) ▪ Provide support for families as needed ▪ Coordinate the remote learning across the school ▪ Monitor home learning set
Teachers	<ul style="list-style-type: none"> ▪ When providing remote learning to an individual or small group who are self-isolating, teachers will communicate within the hours of 8am and 6pm, but will not be able to respond immediately as they will also be responsible for teaching their class. Teachers will endeavor to respond during the school day to immediate issues, but will always respond within 48 hours. ▪ When providing remote learning to a whole class, teachers must be available in working hours between 9am and 5pm. ▪ 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: <ul style="list-style-type: none"> ▪ Setting learning:

	<ul style="list-style-type: none"> ▪ Teachers will set learning for the pupils in their classes using a weekly timetable ▪ The work set should follow the usual timetable for the class, wherever possible (daily Phonics/SPAG, English and Maths will be provided as a minimum). ▪ Where possible, weekly/daily work will be shared by 4pm the day before ▪ The weekly timetable and individual tasks/resources will be communicated/shared using Google Classroom and Class Dojo as appropriate ▪ Providing feedback on learning: <ul style="list-style-type: none"> ▪ Google Classroom Quizzes will self-mark giving instant feedback ▪ Learning can be uploaded onto Class Dojo portfolios or via Google Classroom ▪ Feedback will be given for a daily piece of learning within 24 hours ▪ Answers may be provided for children to self-mark in e.g. Maths ▪ Keeping in regular communication with pupils who aren't in school and their parents: <ul style="list-style-type: none"> ▪ Teachers will endeavour to respond promptly to requests for support ▪ If there is a concern around the level of engagement of a pupil, parents will be contacted ▪ Teachers will respond to emails/Class Dojo messages within 48 hours and during working hours ▪ Any concerns shared by parents or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL ▪ Teachers will contact pupils (or their parents) directly using phone or Google Meet at least weekly during a period of full closure. ▪ Teachers will communicate daily using Google Classroom / Class Dojo ▪ Virtual meetings will be attended adhering to school dress code and in areas with blank backgrounds and low background noise
Teaching assistants	<ul style="list-style-type: none"> ▪ Teaching assistants will support in school as usual. ▪ During a period of partial or full closer when a teaching assistant is not required to be in school they must: <ul style="list-style-type: none"> ▪ be available within their usual contracted hours. ▪ report any absence using the normal absence procedure, if they are unable to work for any reason during this time, for example due to sickness or caring for a dependent. ▪ check work emails during the school day and complete tasks as directed by a member of the SLT or their class teacher.
DSLs	<ul style="list-style-type: none"> ▪ The DSLs are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy and COVID-19 Addendum.
IT staff	<ul style="list-style-type: none"> ▪ IT technicians are responsible for: <ul style="list-style-type: none"> ▪ 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
SENDCo	<ul style="list-style-type: none"> ▪ 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 Head Teacher and other organisations to make any alternative arrangements for pupils with EHC plans.

Pupils and parents	<ul style="list-style-type: none"> ▪ Staff can expect pupils learning remotely to: <ul style="list-style-type: none"> ▪ Complete tasks to the deadline set by teachers ▪ Seek help from teachers when needed ▪ Alert teachers if they're not able to complete work ▪ Staff can expect parents with children learning remotely to: <ul style="list-style-type: none"> ▪ Make the school aware if their child is sick or otherwise can't complete tasks ▪ Seek help from the school when needed ▪ Be respectful when sharing concerns with staff
The Governing Body	<p>The governing body is responsible for:</p> <ul style="list-style-type: none"> ▪ 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

7. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, staff members will:

- Have access to data via Edaware, Class Dojo and Google Classroom. Teachers will also have access to SIMS and Target Tracker.
- Access any personal pupil data using school devices only.

Processing personal data

Staff members may need to collect and/or share personal data such as emails or telephone numbers as part of the remote learning system. As long as this processing 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.

Keeping devices secure

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)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- 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

8. Who to contact

- Issues with learning set: Class Teacher (Class Dojo or Google Classroom)
- Issues with IT (accessing technology): office@laburnumprimary.co.uk
- Issues with IT (passwords for online systems): Class Teacher (Class Dojo or Google Classroom)

- Issues with child's workload or wellbeing: Class Teacher (Class Dojo or Google Classroom)
- Concerns regarding data protection: Deputy Head or Office Manager
- Safeguarding concerns: Designated Safeguarding Leads (Mr Bardell or Mrs Dawes – contact on Class Dojo and request a phonecall)
- SEND concerns: School SENDCo (Mrs Boyall) SEND@laburnumprimary.co.uk

All staff can be contacted via Class Dojo or school email addresses.

9. Links with other policies

This policy is linked to our:

- Safeguarding policy and COVID19 Lockdown Addendum
- Behaviour Principles and Relationships Policy
- Data Protection Policy and Privacy Notices
- Online Safety/Acceptable Use Policy
- Communications Policy

Appendix 1: Remote Education Overview

Pupils	Curriculum	SEND/Safeguarding
Individual children/ small groups isolating for 14 days	<ul style="list-style-type: none"> ▪ Access to a weekly timetable of learning prepared half a term at a time showing links to Oak Academy, White Rose or BBC where possible (including Phonics/SPAG/Reading/English/Maths/Wider Curriculum) ▪ Access to Bug Club Phonics and Reading ▪ Access to appropriate tasks set on Numbots/Sumdog and TT-Rockstars ▪ Use of Class Dojo as communication and portfolios to upload learning ▪ Access to Assignments and Quizzes on Google Classroom 	<ul style="list-style-type: none"> ▪ School office to be in contact with parents regarding testing and the communication of results ▪ FSM requirements to be communicated with school office ▪ Vulnerable children to be supported by DHT ▪ If no engagement, class teacher to contact to discuss support ▪ SEND requirements to be overseen by SENDCo
A whole class/whole school closure	<ul style="list-style-type: none"> ▪ Access to a weekly timetable of learning prepared half a term at a time showing links to Oak Academy, White Rose or BBC where possible (including Phonics/SPAG/Reading/English/Maths/Wider Curriculum) ▪ Additional learning (activities, assignments and quizzes) uploaded on Dojo/Google Classroom by 4pm the previous day ▪ Access to Bug Club Phonics and Reading ▪ Access to appropriate tasks set on Numbots/Sumdog and TT-Rockstars. ▪ Use of Class Dojo as communication and portfolios to upload learning ▪ Access to Assignments and Quizzes on Google Classroom ▪ Teachers will record a reading of a class story/chapter of class novel weekly ▪ Daily communication and feedback on learning via Dojo –upload or message on class page/activity log. ▪ Regular pre-recorded input/message and stories from Class Teachers 	<ul style="list-style-type: none"> ▪ FSM vouchers/food parcel requirements to be communicated with school office ▪ Vulnerable children to be supported by DHT ▪ If no engagement, class teacher to contact to discuss support ▪ SEND requirements to be overseen by SENDCo (contact with outside agencies to be upheld)
<ul style="list-style-type: none"> ▪ <i>This policy and guidance is 'live' and will therefore be updated regularly as approaches and technology develop and in response to government guidance during the pandemic.</i> 		

10 TOP TIPS

REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.



Appendix 3: Use of Video Conferencing technologies (Google Meet):

If whole classes are self-isolating, we may choose to arrange 1-to-1 and group meetings for children to connect and interact with their teacher and peers. These meetings would not be compulsory and we appreciate that not all families will be able to join. If you would like to, but are unable to due to IT issues, please get in touch as we may be able to help.

The safety of both children and staff when using this technology is paramount and we will be following relevant advice from Google, the Children's Commissioner and the NSPCC.

In order to protect both children and staff:

You will ensure that:

- Google Meet is accessed via Google Classroom.
- An appropriate adult remains in the same room as the child during video or conference calls to monitor and ensure they are safe and using it appropriately.
- When joining any school meeting you will briefly be onscreen with your child so we know that an appropriate adult is nearby. This will also give us the opportunity to talk with parents if needed.
- Children take part in the meeting in a suitable communal environment (not a bedroom) and are appropriately dressed.
- All members of the household are aware that the meeting is taking place and make sure that they are also suitably dressed and use appropriate language and behaviour when nearby or in the background.
- The call is correctly 'logged off' once it is finished.
- You / your child will not try to contact any staff using these online video tools outside of the pre-arranged meetings. If you need to contact staff for any reason, you will do so through Class Dojo/Google Classroom as normal.
- Screenshots, photos or recordings of Google Meet meetings are not made and that links are not shared with others.

We will ensure that:

- No staff member will contact you or your child using Google Meet outside of any pre-arranged meetings and if they do need to contact you they will arrange to do so using Class Dojo.
- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected users invited with a password or direct link. Screen sharing, file-sharing, annotation and chat will be restricted.
- Participants will be held in a virtual waiting room while their identity is confirmed. This will be their Google Classroom name. Participants' audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed.
- In groups of more than one child, a teacher and one other staff member will be present throughout the video call to help safeguard all participants and monitor appropriate use.
- Teachers will stay in the meeting until everyone has 'logged off'.
- Teachers and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.

In the event of a closure and the decision is made to use Google Meet, you will be required to consent by responding to the ParentMail/Google form sent. Any meetings would then be scheduled using Class Dojo/Google Classroom. Without consent, your child would not be able to join the meetings.