



The Pathfinder C of E Primary School

Remote Learning Policy

Approved by Staff:	October 2020
Approved by Governors:	October 2020
Review Date and Governor Delegation:	January 2021 Full Governing Body
Named Person with Responsibility for the policy	Stephanie Lockwood

The Pathfinder C of E Primary School

Remote Learning Policy

1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them (IT, stationery etc.)

2. Who is this policy applicable to?

- Children who are working remotely following Government guidance for school closure due to Covid.
- Children who are absent because they 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. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

3. Resources

Resources to deliver this Remote Education Plan include :

- Teams or Tapestry – Children can find their log in details in their Pupil Planner
- Resources and Help Guides on the school website
- Mathletics, Times Table Rockstars and White Rose Maths
- The Oak Tree Academy – Virtual School

- Robust communication systems with parents and within the school staff team
 - Via Teams for learning/staff
 - Weekly phone calls home from the class teacher
 - Weekly emails to parents via Pupil Asset
 - Out of hours mobile contact for staff and parents
- Printed learning packs prepared in the event of children isolating/short term bubble closure

The detailed remote learning planning and resources to deliver this policy can be found here:

https://pathfindernorthstowe.eschools.co.uk/web/home_and_remote_learning/513040

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, that include daily English and Maths, the full range of curriculum subjects across a week
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'; for example practical projects, worksheets, investigations.
- Teachers will have access to a wide variety of resources to share remotely, such as PowerPoints, video links, worksheets, games, texts
- Resources will be quality assured by subject and senior leaders, who will be access class Team learning spaces to monitor remote learning, work being set and see feedback
- Staff will have the training they need to provide online learning safely, including use of Think U know resources and Be Internet Legends resources, and familiarisation with our remote learning policy, online safety policy and data protection policy
- All pupils will have access to the resources they need to learn. If a bubble were to close, children would take home their resources packs (includes whiteboard, pen, scissors, glue etc), parents can request a laptop, children will have an exercise book to complete work in. Pupils who have difficulty printing materials can be provided with paper copies by school.
- Teachers will communicate the purpose of activities and their success criteria for pupils. This will be done via Teams
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working. Each class will be taught in this way twice a week, as a minimum. Home learning will also be set in this way.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by additional contact and differentiated resources, where required. Each child on the SEND register will have an individualised plan for remote learning where a bubble closes to ensure their individual needs are being met.

- COVID catch-up funding will be used effectively to release teachers to carry out gap analysis tasks, analyse the data, and deliver high quality interventions. Additional funding may be used via the national tutoring programme to deliver interventions to fill gaps as identified by class teachers.
- Staff workload will be managed by:
 - ensuring online school systems work and staff are well trained in how to use them
 - ensuring that parents understand that school communications and remote learning are limited to school hours only
 - being sensitive to the needs of staff in terms of their own personal situations (eg remote learning with their own children, vulnerability of adults)
- Staff are encouraged to talk to their line manager, should this not be working. The 'Day 1 and 2' learning plan, enables staff to manage their workload in all scenarios where a child/bubble is off
- Leaders will measure engagement in remote learning by monitoring log ins and uploads, registers taken for all online sessions and use this information to review provision and make changes as necessary. Any families not accessing online learning will be contacted to see how we can support.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use Teams through email communication, weekly telephone calls and direct them to information on the school website.

Resources will be shared with pupils and parents via Teams. However, an email will be sent to parents to let them know when something has been uploaded. We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school office so that other arrangements can be made or a laptop can be delivered to the house.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should ensure that this is shared and discussed at home. This can be found in the Pupil Planners. Children will also follow the class expectations for Teams.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including by ensuring curriculum coverage, review children's work
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning

- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers will be provided with the necessary training on how to use Teams for both the delivery of face-to-face lessons, uploaded assignments, setting work/assessments, leading and undertaking CPD and feedback.

When providing remote learning, teachers must be available between 8:45am and 3:30pm

Teachers unable to work for any reason during this time should follow the school procedures for sickness. SLT will ensure that alternative provision is made for their class. The consistent approach to remote learning within parallel classes will facilitate this.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes
 - The work set should follow the usual timetable for the class had they been in school, wherever possible, with a minimum of 3 hours per day in Key Stage 1 including core subjects of English and Maths and between 4 and 5 hours a day in Key stage 2
 - Teachers will set work using the Teams (Y1-6) and Tapastry (Pre-school and YR) online platform
 - Daily English and Mathematics work and other subjects ensuring the usual broad range of curriculum coverage including tasks often set for homework e.g. spellings
 - Planning and resources will be completed by 4pm the previous day and sent to the SLT before they are made available to pupils and parents
- Providing feedback on work:
 - All feedback for all subjects will be given on Teams, where an assignment is uploaded
 - Feedback should be enable children to identify what they have been successful at and their next steps in learning/how to further improve their work
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers are expected to make weekly contact, via emails, phone calls or Teams
 - If there is a concern around the level of a pupil's engagement, the teacher will contact the parents and discuss how they can support. This should also be logged with a member of the SLT
 - Teachers should only use their school email address to communicate with parents and pupils. All parent/carers emails should come through the school admin account
 - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
 - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the SLT and/or Pastoral Team

- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Teachers will respond promptly to requests for support from families at home, by offering a call, arranging resources to be dropped off, making links with other relevant members of staff
 - Any complaints or concerns shared by parents or pupils should be reported to the Deputy Headteacher; for any safeguarding concerns, refer immediately to the DSLs or email safeguarding@pathfinderschool.org.uk
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
 - Obtain a test and share the result of it with school so that appropriate plans can be made
 - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual 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 SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Contact: safeguarding@pathfinderschool.org.uk

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 required by pupils

The Business Manager

- 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.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are 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

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, referring to the daily plans and timetables
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources – details shared on daily plans sent to parents
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by email or Teams or by contacting the school office via email or telephone: office@pathfinderschool.org.uk or 01954 584801
- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on Wednesday 2nd September.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- Use the 'classroom' background on Teams (children to blur background) – this makes the teacher stand out when online

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Teams, Mathletics, Tapestry, Timestable Rockstars

Remote Learning Plan for use during periods when the school is fully operational for all children:



Remote Learning Plan

This plan highlights for staff and families the process in place should there be a need for isolation on an individual or whole class basis.

This has been put together based on our experiences over the last 6 months and, in particular, the last 6 weeks.

1 Timetable for Online Learning Via Teams

Reception: Each child will have a 20 minute phonic session – each child will have their time shared, at the point of class closure

Year 1/2: 20 minutes phonics @9:45am, 20 minutes maths @11am and 20 minutes of English @1:45pm

Year 3/4: 30 minutes maths @10:15am and 30 minutes of English @ 1pm

Year 5/6: 30 minutes maths @9am and 30 minutes of English @ 11:30am

2 Being Prepared

Check your child's Pupil Planner for log in details for online subscriptions (Tapestry (YR)/Teams (Y1-6), Mathletics (YR-6), TTR (Y2-6)).

Spend time with your child familiarising yourself with Teams.

Ensure your email address is up to date with the school office



Individual Child Isolating

1. On day 1 and 2 of isolation, children will be sent generic learning activities that link to the curriculum in school. All work can be uploaded on Teams under the 'assignment' tab
2. If you need access to a laptop, please let the school know and we can arrange for one to be delivered
3. If a child is still isolating beyond this, then a daily plan, that mirrors the learning in school, will be sent home each day until your child returns to school
4. On day 4 and 8 you will receive a well-being check by the school
5. Communication from home to come via the school office

Individual Child Shielding

1. Your child is entitled to a laptop, we will organise this for you, should you need one
2. The school will get in touch and discuss a learning plan that works for your situation - this could be made up of access to school online subscriptions, work that mirrors what's happening in school, some online learning and a range of other learning activities
3. You will receive a weekly well-being check by the school
4. Communication from home to come via the school office

Class Bubble Isolating due to a +ve case in class (Teacher Well)

1. On day 1 and 2 of isolation, children will be sent generic learning activities that link to the curriculum in school. All work can be uploaded on Teams under the 'assignment' tab
2. If you need access to a laptop, please let the school know and we can arrange for one to be delivered
3. From day 3, a daily plan will be sent home each day until the class returns to school
4. Children will have some virtual teaching each day with the class teacher - timetable to the left
5. Class based staff that are isolating on hand via Teams to respond to learning

Class Bubble Isolating due to a +ve case in class (Teacher Not Well)

1. On day 1 and 2 of isolation, children will be sent generic learning activities that link to the curriculum in school. All work can be uploaded on Teams under the 'assignment' tab
2. If you need access to a laptop, please let the school know and we can arrange for one to be delivered
3. From day 3, a daily plan will be sent home each day until the class returns to school
4. Children will have some virtual teaching each day with either Mrs Lockwood or Mrs Housden - timetable to the left
5. Class based staff that are isolating, but are well, on hand via Teams to respond to learning. You may be informed to direct all communication via the school office

Remote Learning Plan for use in periods of lockdown and school 'closure':



Lockdown Remote Learning Plan

1 Timetable for Online Learning Via Teams (Y1-6) and Zoom (YR)

Reception: Each child will have their time shared via tapestry. The topic session will be at 9am, each day

Year 1/2: 20 minutes phonics @9:45am, 20 minutes maths @11am and 20 minutes of English @1:45pm

Year 3/4: 30 minutes maths @10:15am and 30 minutes of English @ 1pm

Year 5/6: 30 minutes maths @9am and 30 minutes of English @ 11:30am

2 Information you will need

Check your child's Pupil Planner for log in details for online subscriptions (Tapestry (YR)/Teams (Y1-6), Mathletics (YR-6), TTR (Y2-6)).

Spend time with your child familiarising yourself with Teams.

Ensure your email address is up to date with the school office.

Read the expectations and policy on our website to help you. There is also a 'Guide to Teams' on there.

Keep up to date with our weekly letters that are coming home on a Wednesday.

As always, any questions, queries or feedback you have about our remote learning, please get in touch via office@pathfinderschool.org.uk

All Children

Whilst we are in Lockdown, your child will be receiving the following information:

1. A daily plan, uploaded the night before on Teams/Tapestry, which explains the lessons and work for the following day. This will be uploaded by 6pm the night before to enable parents to organise the day of remote learning ahead;
2. For YR, the same zoom link will be used each day;
3. For Y1-6, links to 'meetings' (aka lessons) will be shared on the class Teams page;
4. Any files the children may need can be found in the 'files' tab or within the set assignments. If you can't find something, please contact the school office;
5. Assignments will be set and upload the night before. Please do not complete these ahead of the face-to-face remote learning sessions.

Reception

Subject	Face-to-Face Remote Learning	Independent/Pre-recorded Learning
Phonics	20 minutes	Between 15 and 20 minutes
Topic	20 minutes	Activities and tasks set across the curriculum to last at least an hour a day
Other		Daily reading: 15 minutes Joe Wicks (3 times per week – Monday/Wednesday/Friday) – 30 minutes

Year 1 and 2

(A minimum of 3 hours per day of teaching and learning)


Subject	Face-to-Face Remote Learning	Independent/Pre-recorded Learning
Maths	20-30 mins	20 mins
English	20-30 mins	20 mins
Phonics/Spelling	20 minutes	Between 15 and 20 minutes
SPAG		Between 15 and 20 minutes (may include links to pre-recorded lessons)
Topic		Anywhere between 30 minutes to 45 minutes, dependent on the task set
Other		Daily reading: 15 minutes - continue to record in your Pupil Planner Mathletics/Timestable Rockstars: 15 minutes Responding to marking and feedback: 10 minutes Joe Wicks (3 times per week – Monday/Wednesday/Friday) – 30 minutes

Year 3,4,5 and 6

(A minimum of 4 hours per day of teaching and learning)

Subject	Face-to-Face Remote Learning	Independent/Pre-recorded Learning
Maths	30 mins	30 mins
English	30 mins	30 mins
SPAG/Handwriting		30 - 45 mins (may include a pre-recorded lesson)
Topic		Anywhere between 30 and 90 minutes, dependent on the task set – some lessons will include links to pre-recorded lessons or video resources
Other		Daily reading: 15 minutes – continue to record in your Pupil Planner Mathletics/Timestable Rockstars: 20 minutes Responding to marking and feedback: 15 minutes Joe Wicks (3 times per week – Monday/Wednesday/Friday) – 30 minutes




Sample Day 1 and 2 Generic Learning Plan




Y1&2 - Remote Learning – Day 1

English	
Maths	
SPAG	
Topic/Other	

Remember; you also have your reading book and access to both Mathletics and TT Rockstars. Check your planner for your username and password.











Y1&2 Remote Learning – Day 2

English	
Maths	
SPAG	
Topic/Other	

Remember; you also have your reading book and access to both Mathletics and TT Rockstars. Check your planner for your username and password.






Sample Daily Learning Plan






Y3&4 – Daily Plan – Date:

This plan reflects the learning that would have been taking place in class today.
Upload completed work via the 'Assignments' tab on your Teams account.



	Learning objective:	Learning task:
English		
Maths		
SPAG		
Topic/Other		

Remember; you also have your reading book and access to both Mathletics and TT Rockstars.
Check your planner for your username and password.



Code of Conduct for Remote Learning

This code of conduct outlines what we expect of pupils and parents/carers during remote learning. Much of this echoes our expectations of pupils in lessons when in school and all of it is designed to help pupils gain the most benefit from online learning.

Parents/Carers must read the following information and then complete the form below to confirm they agree to this code of conduct.

The Pathfinder C of E Primary School will not be held responsible for any incidents that occur if the code of conduct has not been followed.

- Myself and my parents/carers, will check my Teams account regularly to keep track of online sessions and learning
- I understand that my teacher will only be available between 8:45am and 3:30pm
- I will only use Teams as directed by the teacher and will only upload material that is related to my learning
- I understand that I am responsible for my Teams email and login details
- I will not use my Teams login details to communicate with anyone other than my class teacher or in the whole class group chat
- I will not use my Teams email to create groups, initiate calls or initiate meetings and will end Teams sessions when the teacher tells me to do so
- During any live sessions, my parent/carer must be present in the room or in the next room with the door open so they can see and hear everything that is happening during the live session
- I will not take photos of my screen or record online interactions in any way
- I will make sure that my communication in the online learning environment is always supportive of my learning and the learning and wellbeing of others
- If taking part in a live sessions I will make sure that:
 - my environment is quiet and free from distractions
 - the background is blurred
 - I am appropriately dressed
 - I remain attentive
 - I communicate in a courteous way at all times to both teachers and fellow pupils

Remember what we always say about social media, when you type something, 'it's always there and you can't take it back'. So be careful of what you say and write on ALL of our online learning platforms.

Signed Parent/Carer: _____

Signed by Child: _____