



The Federation of Burley and Sopley Primary Schools **Remote Learning Offer**

The Coronavirus Covid-19 pandemic came to be in 2020 and initially caused schools to close to the majority of pupils on the 20th March 2020. Schools then returned fully in September 2020 but has since returned to a national lockdown on January 5th 2021. In order to ensure that the pandemic does not further impact learning a remote education offer has been established in order to continue to provide education in the following circumstances:

1. Individual pupil absence – due to self-isolating within the household or displaying symptoms.
2. Bubble closure – under the instructions of Public Health England, it may be necessary to partially close the school to a select group of pupils due to an outbreak
3. Full school closure – due to a local or national lockdown taking place, outbreak within the school or in a situation where there may not be enough staff to operate the school safely (this will be based upon numbers of absent staff and their roles within the school)

The Remote curriculum – Aims

We will endeavour to:

- Teach the same curriculum remotely as we do in school in order to continue pupils' learning through our well sequenced curriculum
- Give access to remote education that makes the use of high quality online and offline resources and teaching videos linked to and aligned with the schools current curriculum
- Provide frequent, clear explanations of content of remote learning
- Ensure consistency of online tools to be used across the schools in order to allow for regular interaction, assessment and feedback across the school

The circumstances of the school, pupils and staff at the time will however, always affect and reflect remote education that is offered. We will endeavour to provide the best that we can within the context that we are working at the time.

How will my child be taught remotely?

Across the Federation, we will use a combination of approaches to teach pupils remotely as listed below. Remote teaching approaches may include any or all of the following:

- use of live sessions as a whole class or in groups with the teacher using Google Meet in Google Classroom
- use of pre-recorded teaching (e.g. Oak National Academy lessons, video / audio recording made by teachers)
- printed paper packs produced by teachers e.g. worksheets
- use of commercially available websites, supporting the teaching of specific subjects or areas, including video clips or sequences
- use of Times Tables Rockstars for children in Year 1 to 6
- use of mymaths
- use of Oxford Owl online reading

Roles and Responsibilities

Teachers and support staff

When providing remote learning, teachers must be available during the normal working school day to provide home learning, respond to parents and pupils when they need support and be able to provide online lessons where necessary.

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal staff absence procedure.

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
- Monitor the remote work set by teachers in their subject and offering support where necessary
- Alerting teachers to resources they can use to teach their subject remotely

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Maintaining an oversight of the curriculum being delivered
- Overseeing a tracking system for participation and actions undertaken for those not taking part
- Monitoring the effectiveness of remote learning – regular staff meetings, discussions with subject leads etc...
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguard lead

The DSL is responsible for ensuring safeguarding continues to remain in place and is monitored through CPOMS. The Child Protection Policy and CP addendum should continue to be followed

IT Infrastructure

School will be responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing technology and internet

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work set to the best of their ability and to hand in via our agreed learning platform Google Meet
- Seek help if they need it, from someone at home, teachers or teaching assistants
- Alert someone at home if they are 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
- Make the school aware if they have limited access to online resources
- Seek help from school if they need
- 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 and in line with what would be taught in school
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work for pupils on the SEND register – talk to class teacher and SENDCo
- Concerns over subject content – contact and discuss with the class teacher and subject leads
- Issues with behaviour – talk to a member of SLT

- Issues with IT – contact the school office initially
- Issues with their own workload or well-being – talk to the executive deputy head and/or executive headteacher
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL/Deputy DSL

Data Protection

Accessing personal data

All data can be accessed through the remote working facility provided by Harrop. This is a secure system managed with a 2 factor Authentication (2FA) when accessing personal data for remote learning purposes, all teaching staff have access to this off site.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need permission for this to happen.

For children to partake in live lessons, parents will provide permission for their child to be live on screen and understand that these sessions may be recorded to ensure safeguarding remains compliant.

However, staff are reminded to collect and/or share as little personal data as possible online. Any concerns please discuss this with the Data Protection Officer.

Keeping devices secure

All staff members will take appropriate steps to ensure 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
- Ensure that no work is locally saved locally on the laptop but remains on the server or Google Drive which requires 2FA access from outside of school
- Making sure that the device is locked if left for a period of time
- Not sharing the device among family or friends

FAQ's

Accessing remote education

How will my child access any online remote education you are providing?

Our remote education will be delivered through the use of Google Classroom, our online platform. This is downloadable as an APP and can be accessed through phones as well as laptops / other digital devices.

Information about how to use and log in to Google Classroom can be found on the school website.

We recognise that technology may be limited within households, therefore all tasks can be done on paper and photos of the pupil's work can be uploaded and sent to teachers via google classroom.

Packs will be made available for all children with supporting resources, which can be collected from school.

Remote teaching and learning time each day

How long can I expect work set by the school to take my child each day?

Expectations will vary dependent on the pupils' age, stage of development or special educational needs, for example, where this would place significant demands on parents' help or support. However, in line with government guidance for primary schools, we expect that any remote education (including remote teaching and independent work) would take pupils broadly, a minimum of 3 hours, on average a day.

We will set assignments so that pupils have meaningful work each day to complete in a number of different subjects.

We do however recognise that younger pupils, those in Year R and 1, and some pupils with SEND may not be able to access remote education without adult support or for the same time as older children and so where this is the case, activities and expectations set will reflect this.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

All pupils are expected to engage with and take part in remote learning and parents are expected to ensure the set up of simple routines to support pupils in completion of remote learning activities.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

In school, we will have systems for checking, whether pupils are engaging with their work, and will inform parents immediately where engagement is a concern.

How will you assess my child's work and progress?

We will gauge how well pupils are progressing through the curriculum in remote learning activities using questions and other suitable tasks, by providing whole class or individual feedback in Google Classroom.

We will provide feedback, using digitally facilitated feedback comments in Google Classroom or whole-class feedback where appropriate.

We will 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.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and our SENDCo will work with parents and carers to support those pupils.