

Cropredy CE Primary School

Remote Learning Contingency Policy

1. Aims

This remote learning contingency policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

School Business Manager

- to support the headteacher in continuing to run the administrative side of the school
- to support all school staff, drawing on HR and OH as necessary
- to complete all necessary budgetary and financial procedures
- to ensure that the Health and Safety of the school site remains a core priority

Office Administrators

- to support the headteacher in continuing to run the administrative side of the school
- to support the communication channels with key stake holders
- to liaise with parents and staff

Caretaker

- to ensure that the building continues to comply with health and safety standards
- to ensure that the school premises are kept in good working order
- to complete all relevant routine checks in line with normal working procedures

Cleaners

- to continue to provide daily cleaning of all classrooms and communal areas

SENCO

- to ensure that the needs of children with an EHCP receive support in line with their assessed needs
- to ensure that SEN children have provision matched to their needs by checking in with parents through email or phone.

2.1 Teachers

When providing remote learning, teachers must be available their normal working pattern and to be available in school from at least 8:15 until 3:15pm.

If they're 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: staff to let Phil Goldsworthy and the school office know.

When providing remote learning, teachers are responsible for the curriculum for the number of days that they would normally work.

This includes:

Setting work

- Work should be provided for lessons that are normally taught. This should be based on the medium and long-term planning for each year group. In the case of illness, the headteacher

will organise the planning. Planning and resources used should be identified in the case of remote learning.

- English and Maths should be provided daily for the children in addition to two other subject areas each day. These extra subjects should include all areas of learning that are planned for that term over the week. Thought should be given to a balance of learning that is creative as well as knowledge based. (Ref: Appendix A for Remote Learning Expectations)
- Daily Powerpoint file should be prepared containing these key learning tasks and uploaded onto Google Classrooms.
- In setting work staff should be mindful of how well the children can access this independently. Clear steps for learning should be provided through videos and or step by step instructions. Workbooks may be sent home for older children e.g. maths text books.
- Children will have English and Maths book for recording their work. (*As necessary, an other exercise book will be provided instead of English and Maths book*)
- In addition, children should be encouraged to access TT Rockstars and White Rose Maths. In EYFS and Year 1 activities that can be completed with their family may be appropriate. All children should be encouraged to read- class book/ reading lists – use will be made of Oxford Owl to support. For children who are still on the Letters and Sounds programme support for phonics development should be included.
- If possible, teachers should aim to record one video each week to keep in touch with the children. This should be no longer than half an hour and may take the form of explaining tasks set for the week, celebrating children's work or achievements out of school, or reading a story. Each class will be allocated time slots to do this.
- Work should be set to activate at 8.45a.m. every morning
- Google Classrooms will be used to communicate learning to the children and for the children to upload their work. (Children need to be taught how to use Google docs to support with this. Hints and tips for presenting work should be included as information to parents.) The website may also be used if work cannot be loaded onto Google Classrooms.
- Staff should ensure that they actively ask parents about their access to computers in the event of remote learning needing to be put in place. Staff should be able to quickly identify children who are having problems with accessing the learning. Laptops from school could be offered if this is deemed necessary.
- Laptops and books, if needed, will be delivered by the class teacher, a TA or by the headteacher.
- Teachers will provide feedback on work in line with marking and feedback policy
- Feedback to the children will be given on-line. This will be individualised to the child if appropriate for the task.
- Feedback will be given if work is completed but children can message staff if they don't understand their work before completing it.
- Parents will be given access to Google Classroom but will also be asked to email teachers (via the school office) if needs be.

Keeping in touch with pupils who aren't in school and their parents:

- Staff are asked to keep in weekly contact with parents. This will often be through email but a phone call to each family will be given on rota basis with the expectation that 7/8 calls will be made each week. Staff will monitor the children's access to their learning through Google Classroom and will report back at the weekly staff meeting if work is not being done. Every endeavour will be made to contact the parents to support them with their child's learning.
- Staff will normally be expected to answer emails daily during a remote learning period. Whilst staff are free to make individual decision on when they answer emails the expectation from the school is that this would be within their normal working hours. Teachers are asked to monitor emails to triage them and identify families that needs to take precedence over others.
- Complaints or concerns should be shared with the Headteacher alongside a decision on the best way to respond if support is required. All safeguarding concerns should be

immediately reported to the DSL or deputy DSLs. This should also be reported via email or paper-based records.

- Where children are failing to complete any work there should be regular communication with the parent and supporting strategies offered.
- Attending virtual meetings with staff, parents and pupils (as appropriate)
- Normal work dress code is expected for meetings with parents or other professionals
- Normally meetings should take place in school however if at home be aware of the background and noise. If possible, try to be undisturbed.
- Depending on government advice at the time it is preferable for all teachers to work in school on their allotted days.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours.

If Teaching Assistants 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, contacting the Headteacher and the school office.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are in school as they would on a normal school day.
- Depending on the level of classroom time that is needed TA's may also be requested to help the children find appropriate resources for SEN/vulnerable children and regular phone calls to check in. The teacher will identify the children who might need additional support. Support may be given via Teams or through a phone call.
- Attending virtual meetings with staff, parents and pupils (as appropriate)
 - Normal work dress code is expected for meetings with parents or other professionals
 - Normally meetings should take place in school however if at home be aware of the background and noise. If possible, try to be undisturbed.
- If meetings occur while they are covering a class, cover will be provided.

Depending on government advice at the time it is preferable for all TAs to work in school on their allotted days.

2.3 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
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and the Headteacher to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject through Google Classrooms and staff meetings
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Headteacher

Alongside any teaching responsibilities, the Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- ensuring that safeguarding remains at the fore-front of every one's minds.
- disseminating information when necessary

2.6 IT staff

IT staff (Charlie Reid, Phil Goldsworthy and Koala ICT) are responsible for:

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

2.7 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 are not able to complete work
- Work to the standard expected by their teachers

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Communicate with the teachers if their child has a problem with the work
- Encourage the children to complete the work set
- Support the children with their work as appropriate but help their children to be independent in their learning as appropriate.

2.8 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Supporting the well-being of the staff
- Understanding the impact of remote learning on staff and children
- Ensuring that safeguarding and health and safety policies and procedures are in place and being adhered to
- Knowing if there are any complaints by parents that have either not been resolved or have the potential to be/ are a formal complaint.

3. Who to contact

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

- Phil Goldsworthy - Headteacher
- Charlie Reid - Computing Lead (Google Classroom related problems only)

Possible issues and the most likely points of contact:

- Issues in setting work – talk to the relevant class teacher or SENCO
- Issues with behaviour – talk to the Headteacher
- Issues with IT – talk to Charlie Reid
- Issues with their own workload or wellbeing – talk to the Headteacher
- Concerns about Data Protection – talk to the Headteacher

- Concerns about safeguarding – talk to the DSL, Phil Goldsworthy, or deputies DSL, Mark Parsons or Caroline Reid

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:
 Access data through SIMs, Teachers to Parents (via the School Office or Target Tracker)
 Only use devices provided by school

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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.

4.3 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

5. Safeguarding

Advice on safeguarding can be found on the school noticeboard in the school hall and on the OSCB website. Advice can also be given by the DSL, Phil Goldsworthy, or deputy DSL's, Mark Parsons or Caroline Reid

6. Monitoring arrangements

This policy will be reviewed every month of remote learning by Phil Goldsworthy and Chris Kaye. At each governor's meeting, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix A

Croprey Primary School Draft Remote Learning Plan for each year group – October 2020

Remote learning plan	Occasional Days until COVID test result comes through	2-week self-isolation	Whole class/ school lockdown for a period of time	Training needs /resources
<p>Cygnets</p>	<p>Stand-alone activities linked to different areas of the curriculum - linked to a theme, all connected to Learning Through Play.</p> <p>Resources to be e-mailed to parents via Tapestry.</p>	<p>Themed stand-alone practical activities which link to communication and language, understanding of the world, expressive arts, physical development and reading and mark making / writing.</p> <p>Maths activities linked to this too relating to skills already developed through White Rose Maths - all connected to Learning Through Play</p> <p>Parents to be advised of the Letters and Sounds content being learnt during the weeks and ideas sent home of how to support the children to become familiar with the sounds.</p>	<p>Tasks set using Tapestry for the everyone to access. Children to be give a range of practical adult supported activities to choose from to complete linked to a story or theme.</p> <p>Maths activities will be included based on where we are within the White Rose Scheme of Work. all connected to Learning Through Play</p> <p>Phonics to be videoed for children to access each day relevant to their level delivered by any of the Cygnets Class adults through video.</p> <p>Weekly story Time with Miss Jackson or Mrs Woodhall</p>	

Remote learning plan	Occasional Days until COVID test result comes through	2-week self-isolation	Whole class/ school lockdown for a period of time	Training needs /resources
<p>Year 1 and Year 2</p>	<p>Email Parents with tasks related to what is being taught in class and add to Google Classroom if appropriate</p> <p>Daily writing, maths and topic task linked to learning in class.</p> <p>Parents to be signposted to the Home Learning section of the White Rose website where children can watch the teaching videos in line with the curriculum coverage in class.</p> <p>Worksheets or practical tasks to be provided as follow up suggestions – uploaded to Google Classroom as appropriate.</p> <p>For English, ‘stand alone’ tasks to be provided which focus on phonics, reading, spelling and short writing tasks.</p>	<p>Access to Google Classroom where there will be: Daily PowerPoint file uploaded with Writing, Phonics, Maths and Topic task.</p> <p>Parents to be directed to the Home Learning section of the White Rose website where children can watch the teaching videos in line with the curriculum coverage in class.</p> <p>Pack of English tasks: phonics, reading, spelling and short writing tasks.</p> <p>Parents to be directed to the Oxford Owl website where they can access free ebooks at the right level for their child.</p>	<p>Tasks added to Google Classroom for the whole class to access.</p> <p>Daily Powerpoint with Maths, English task, Topic and Phonics task – inked to curriculum being covered.</p> <p>These tasks will be a mixture of recorded work and practical activities. Phonics activities to link to child’s level of ability. Weekly comprehension task <i>for Year 2</i></p> <p>Optional tasks to be added to Google Classroom which are linked to a range of different topics and include elements of creativity, exploration and problem solving.</p> <p>Storytime will be added once a week by class teacher.</p> <p>Children to upload their work on to Google Classroom for feedback once completed, this could be a photo of their work or using Google Slides or Google Docs.</p>	<p>Need to find out if children will be able to have access to a laptop / device to complete their home learning.</p> <p>Exercise books to be used as per Remote Learning Policy, to support for home learning.</p>

Remote learning plan	Occasional Days until COVID test result comes through	2-week self-isolation	Whole class/ school lockdown for a period of time	Training needs /resources
<p>Year 3 and Year 4</p>	<p>Email Parents with tasks related to what is being taught in class and add to Google Classroom if appropriate</p> <p>Daily writing, maths and topic task linked to learning in class.</p> <p>Parents to be signposted to the Home Learning section of the White Rose website where children can watch the teaching videos in line with the curriculum coverage in class and complete work.</p> <p>‘Stand alone’ Maths and English activities as appropriate</p> <p>Non-core subjects - emailed with task related to class work</p>	<p>Access to Google Classroom where there will be: Daily PowerPoint file uploaded with Writing, Maths and Topic task.</p> <p>Parents to be directed to the Home Learning section of the White Rose website where children can watch the teaching videos in line with the curriculum coverage in class.</p> <p>Pack of English tasks: phonics, reading, spelling and short writing tasks.</p> <p>Weekly open-ended project research task - in line with current planning.</p> <p>Weekly times tables, reading comprehension and spellings to learn, as well as class weekly homework tasks.</p> <p>Parents to be directed to the Oxford Owl website where they can access free ebooks at the right level for their child.</p>	<p>Tasks to be added on to Google Classroom for the whole class to access.</p> <p>Daily Powerpoint with morning task, Maths, English writing and grammar task and Topic task, linked to the curriculum being covered. These tasks will be a mixture of recorded work and practical activities.</p> <p>2 x Weekly comprehension task.</p> <p>Weekly times tables and spellings to learn, as well as class weekly homework tasks.</p> <p>Children to upload their work on to Google Classroom for feedback once completed, this could be a photo of their work or using Google Slides or Google Docs.</p> <p>Whole class story one a week read by Mrs Spencer.</p> <p>Recording of work – Work to be completed in Maths and Literacy books. Direct on to Google Classroom using Google Docs or Slides or videos of themselves.</p>	<p>Ensure all children have access to laptop at home before going into lockdown.</p> <p>Exercise books to be used as per Remote Learning Policy, to support for home learning.</p>

Remote learning plan	Occasional Days until COVID test result comes through	2-week self-isolation	Whole class/ school lockdown for a period of time	Training needs /resources
<p>Year 5 and Year 6</p>	<p>Email Parents with tasks related to what is being taught in class and add to Google Classroom if appropriate</p> <p>Daily writing, maths and topic task linked to learning in class.</p> <p>Parents to be signposted to the Home Learning section of the White Rose website where children can watch the teaching videos in line with the curriculum coverage in class and complete work.</p> <p>‘Stand alone’ Maths and English activities as appropriate</p> <p>Non-core subjects - emailed with task related to class work</p>	<p>Access to Google Classroom where there will be: Daily PowerPoint file uploaded with Writing, Maths and Topic task.</p> <p>Parents to be directed to the Home Learning section of the White Rose website where children can watch the teaching videos in line with the curriculum coverage in class.</p> <p>Pack of English tasks: phonics, reading, spelling and short writing tasks.</p> <p>Weekly open-ended project research task - in line with current planning.</p> <p>Weekly times tables, reading comprehension and spellings to learn, as well as class weekly homework tasks.</p> <p>Parents to be directed to the Oxford Owl website where they can access free ebooks at the right level for their child.</p>	<p>Tasks to be added on to Google Classroom for the whole class to access.</p> <p>Daily Powerpoint with morning task, Maths, English writing and grammar task and Topic task, linked to the curriculum being covered. These tasks will be a mixture of recorded work and practical activities.</p> <p>2 x Weekly comprehension task.</p> <p>Weekly times tables and spellings to learn, as well as class weekly homework tasks.</p> <p>Children to upload their work on to Google Classroom for feedback once completed, this could be a photo of their work or using Google Slides or Google Docs.</p> <p>Whole class story one a week read by class teacher, with questions for comprehension.</p> <p>Children upload work direct on to Google Classroom using Docs and Slides or videos of themselves.</p>	<p>Ensure all children have access to laptop at home before going into lockdown.</p> <p>Exercise books to be used as per Remote Learning Policy, to support for home learning.</p>