Remote Learning Procedures

Millbridge Appendix

These procedures will sit alongside the SHARE MAT Remote Learning Policy and will share the same purposes and scope. However, school specific procedures will be explained in further detail.

Introduction

- It is important that we bring the physical and virtual school community together and plan for future remote learning.
- Our belief in supporting all children in their learning extends beyond the classroom and this policy supports a blended learning approach. This includes learning at home through a variety of means and face to face classroom learning.
- This policy applies to all employees in the trust.

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, schools are required to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision.

In developing these contingency plans, staff are expected to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and work with families to deliver a broad and ambitious curriculum.

Expectations

For the purposes of allocating work to either individual children who are isolating or to larger groups who may be required to self-isolate or become ill themselves, staff will use Class Dojo or MS Teams. When teaching pupils remotely, we expect all staff involved in curriculum delivery to consider the following:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built cumulatively, with a good level of clarity about what is intended to be taught and practised in each subject;
- Provide frequent, clear explanations of new content;
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks;
- Adjust the pace or difficulty of what is being taught in response to questions, assessments or feedback including revising and extending material or simplifying explanations to ensure pupils' understanding;
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school:
    - Key Stage 1: 3 hours a day (with less for younger children) of remote teaching and independent work
    - Key Stage 2: 4 hours a day of remote teaching and independent work
- Avoid an over-reliance on long-term projects or internet research activities and set a clear expectation on how regularly teachers will check work.

* If a member of staff is unable to work for any reason during periods of isolation, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When an individual child or small group are self-isolating but able to access the work set:
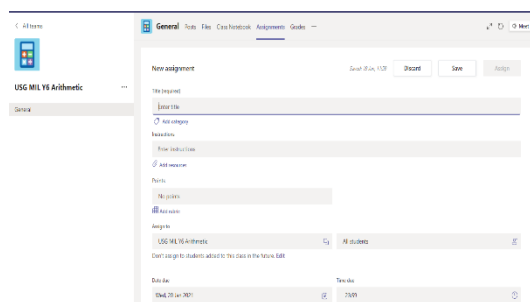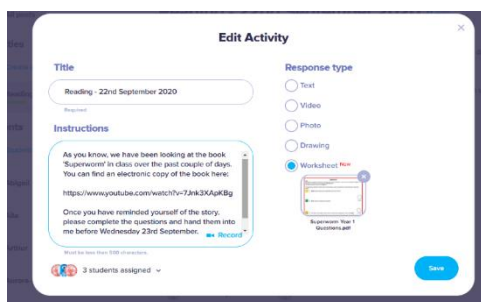
The information below sets out procedures for **an individual child/small group** who are self-isolating but fit to engage in their school work (i.e. not ill themselves). Teachers will be expected to set engaging and appropriate learning tasks linked to

the lessons and curriculum content that the children are completing within class. It is important that teachers can balance their teaching demands with setting work for the individual/ small group who are absent from school.

Teachers will use Class Dojo to post age appropriate and differentiated work to individual children or small groups. The 'Create Activity' function within 'Portfolios' will be used to assign appropriate tasks to children. Work will be set in English and mathematics daily and in a variety of Foundation Subjects throughout the week.
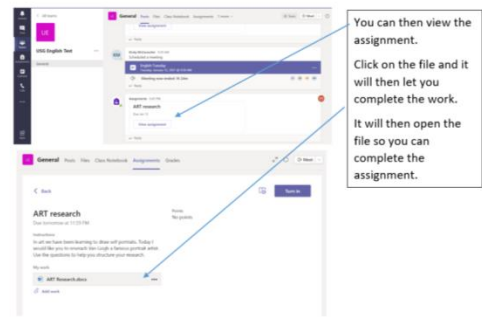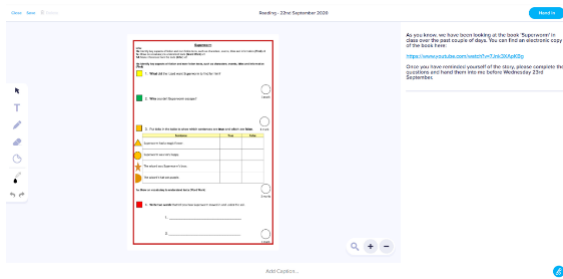
Process for creating tasks (activities/assignments)

Class Dojo	MS Teams
1) Within the Portfolios section of Class Dojo, click on 'Create Activity'. 2) Give the activity a title and a date *e.g. Reading – WB 22nd September 2020.* 3) Allocate the response type – whether you want the children to complete a piece of writing, upload a picture or video, create a drawing or complete a worksheet. NB: when a worksheet is uploaded, this will be saved as a PDF (or JPG, JPEG, PNG, TIFF, BMP) in order for it to be compatible 4) Provide clear and precise instructions to aid the pupil/ small group in completing the activity ensuring that a clearly specified hand-in date is included. 5) Alternatively, this can all be explained through a short video (max 8 minutes) by clicking the 'Record' button. 6) Assign the activity to the necessary pupils 7) Click 'Save'	1) With each subject Team, click into the 'Assignments' tab and create a new assignment. 2) Fill in the assignment title (use the date within this). 3) Add any guidance and instructions. 4) Upload any teaching materials from wherever you have these stored (multiple resources in multiple formats can be uploaded at once – Microsoft software works best). 5) Choose who to assign the task to. 6) You can save progress throughout. 7) When finished, click 'Assign'.

Expectations of children completing the 'set' activity

Class Dojo	MS Teams
• The child(ren), who are unable to attend school, will receive the work set on their student portfolio account and will access each activity set, completing it within the time scale set. Depending on the task set, this may be in the form of a video, picture, written text, drawing or, in this case, a worksheet. • The child can use the tools on the left-hand side of the screen to complete the work set on the sheet, saving as they go. They can record a voice note for the teacher and, when complete, will press the 'Hand In' button. This will then be returned to the teacher for feedback. • If children require further help or support, parents can communicate with the teacher via the Dojo Messages facility. • Paper packs are available to parents should pupils work better on paper after accessing teaching materials on Dojo.	• Children will access each 'assignment' set by clicking on the relevant Team per subject. • They should read any instructions, watch any videos or work though any Powerpoints, included by the teacher to provide guidance and support. • The child should click on their task and complete it on screen. • Once the assignment is complete the pupil can click 'hand-in' which returns the piece of work to the teacher for feedback. • If children require further help or support, they can communicate with the teacher via the 'Posts' section. • Paper packs are available to parents should pupils work better on paper after accessing teaching materials on Teams.

Providing concise, written feedback for the pupil

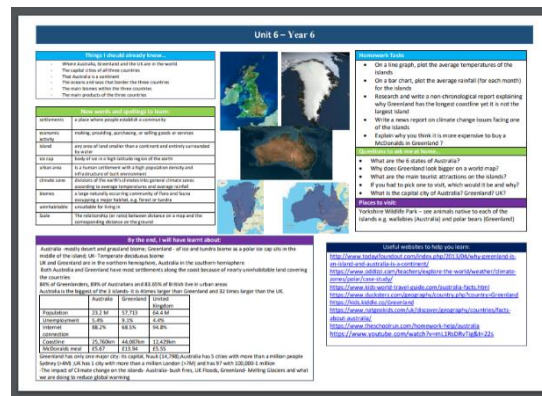| Class Dojo	MS Teams
• Once the child has completed the work, the teacher, at an appropriate point, will view the first draft and decide whether to 'approve' the attempt or resend as a draft. • If there are developmental points on the work, the teacher will write short comments, directing the child to any misconceptions or providing further support in short written form. This will then be returned to the child for their second attempt. • If there are no further developmental points to address, the teacher will approve the post.	• Once the child has completed the work, the teacher, at an appropriate point, will view the first draft and decide whether to 'approve' the attempt or resend as a draft. • If there are developmental points on the work, the teacher will write short comments, directing the child to any misconceptions or providing further support in short written form. Children can access this feedback by clicking on the task. • If there are no further developmental actions, the task is complete.

Setting work for a whole class or 'bubble'

The information below sets out our procedures for **allocating tasks to a whole class/ bubble or year group,** who are self-isolating but fit to engage in their school work (i.e. not ill themselves). Teachers will be expected to set engaging and appropriate learning tasks linked to the school's long-term plans. The work set will be in writing, reading, mathematics and a variety of foundation subjects. The clear difference here will be the emphasis on short, explanatory videos and more detailed instructions and reminders.

Class Dojo	MS Teams
• Within the 'Create Activity' section, teachers will clearly define the expected task, detailing instructions or further explanations/models, which could be recorded via video using the record function or by using previously recorded material. • Teachers will upload worksheets or support materials and will set a 'hand in' deadline for when the work should be completed. For all core subjects (English, maths and science) this will be the next day with further work following daily thereafter. • Foundation subject tasks will be set on a regular basis but parent fact files may be used here so children can be set work over a number of days. • **When setting 'worksheets' for children to access, staff will need to upload as PDF documents as this is the easiest, recognisable accepted file type.** • The setting of tasks will follow the usual school timetable as much as possible but we accept that some families may choose to engage with each task at a time that is appropriate for them.	• Within each subject Team, teachers will set each 'assignment' detailing instructions or further explanations/models – these could be supplemented by video clips. • For some lessons, there will be a 'live' session. Children will access 'live' sessions by clicking on their 'calendar in MS Teams and then on the appropriate lesson by looking at the correct date/day/time. They will click on the calendar event and then click 'join' • Once in a 'live' session pupils will communicate by clicking to 'raise their hand' or by commenting in the comments section. • Pupils must adhere to school behaviour procedures in a live session (please refer to the Behaviour Policy) • Live sessions will vary in length and frequency depending on what is required to support the completion of the lesson task • Live sessions may be used for additional sessions, i.e. check-ins, interventions or assemblies • Whilst children are working, they can communicate with their teacher by messaging in the 'Posts' section • The setting of tasks will follow the usual school timetable as much as possible but we accept that

| | some families may choose to engage with each task at a time that is appropriate for them. |
| | • Live sessions will be recorded. |

Expectations of a whole class or groups completing the set activities

Class Dojo	MS Teams
• The child(ren), who are unable to attend school, will receive the work set on their student portfolio account and will access each activity set, completing it within the time scale set. Depending on the task set, this may be in the form of a video, picture, written text, drawing or, in this case, a worksheet. • The child can use the tools on the left-hand side of the screen to complete the work set on the sheet, saving as they go. They can record a voice note for the teacher and, when complete, will press the 'Hand In' button. This will then be returned to the teacher for feedback. • If children require further help or support, parents can communicate with the teacher via the Dojo Messages facility. • Paper packs are available to parents should pupils work better on paper after accessing teaching materials on Dojo. • Children should try their best, where possible, to complete tasks within the time allocated per session, like they would in school.	• Children will access each 'assignment' set by clicking on the relevant Team per subject. • They should read any instructions, watch any videos or work though any Powerpoints, included by the teacher to provide guidance and support. • The child should click on their task and complete it on screen. • Once the assignment is complete the pupil can click 'hand-in' which returns the piece of work to the teacher for feedback. • If children require further help or support, they can communicate with the teacher via the 'Posts' section. • Paper packs are available to parents should pupils work better on paper after accessing teaching materials on Teams. • Children should try their best, where possible, to complete tasks within the time allocated per session, like they would in school.

Providing timely, developmental feedback for a whole group, bubble or class

Class Dojo	MS Teams
• Once the child has completed the work, the teacher, at an appropriate point, will view the first draft and decide whether to 'approve' the attempt or resend as a draft. • If there are developmental points on the work, the teacher will write short comments, directing the child to any misconceptions or providing further support in short written form. This will then be returned to the child for their second attempt. • If there are no further developmental points to address, the teacher will approve the post.	• Once the child has completed the work, the teacher, at an appropriate point, will view the first draft and decide whether to 'approve' the attempt or resend as a draft. • If there are developmental points on the work, the teacher will write short comments, directing the child to any misconceptions or providing further support in short written form. Children can access this feedback by clicking on the task. • If there are no further developmental, the task is complete.

When providing remote learning to a whole class or bubble, teachers are responsible for:

› Setting work

- o Setting an appropriate amount of work for the group to ensure adequate progress. This will be daily in English and maths and regularly within the foundation subjects. **If a teacher themselves is unable to set the work due to illness, the Key Stage team will take responsibility for setting tasks based around the 'fundamentals' of the core subjects;**

- o Setting the work following the timetable of the school day as much as is possible;

- o Ensuring that all the class are trained in accessing their Class Dojo and have had practice of how to access the work;

- o Co-ordinating across their year group or Key Stage to ensure consistency of expectations. This will be also be monitored by the Senior Leadership Team.

› Providing feedback on work

- o Providing timely and precise feedback, which addresses misconceptions or sets further challenges;

- o This will be done using typed comments, voice notes or videos.

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

- o If a pupil does not complete the work set for 2 consecutive days, the teacher will ring home to speak to the parents directly. They will try to ascertain any barriers to learning e.g. internet use, lack of tablet etc. Paper packs will only be provided if all other avenues have been explored. If engagement does not improve, the Head of Inclusion (Mr Harris) will step in to further support families;

- o Teachers are NOT expected to provide feedback or approve posts outside the hours of a reasonable working day (8:30 – 16:30) Teachers will set their 'quiet times' in Class Dojo settings to ensure parents are aware of this;

- o Teachers will handle any concerns or complaints raised following the normal procedures used in school. Initial concerns will be addressed by the class teacher, followed, if necessary by the Assistant Heads (Miss McConochie/Mrs Pleasant) or Head of Inclusion (Mr Harris), and finally, Head of School (Mrs McCaffrey).

- o **For any safeguarding concerns, teachers will, without delay, speak to one of the nominated DSL's within school – Mrs McCaffrey or Mr Harris or Mrs Pleasant/Miss McConochie.**

- o Children/ families refusing to complete the work or displaying a particular disregard of its importance will receive a phone call from the Senior Leadership Team to discuss concerns and come up with solutions.

› Attending virtual meetings/ recording video

- o Ensure that all digital communication with students is on a professional level and only through school-based systems, NEVER through personal email, text, mobile phone, social network or other online medium. Please refer to the SHARE MAT acceptable use policy.

- o Do not disclose any personal identification in the video e.g. address, surroundings, family members.

- o Remote lessons/recorded videos should only show your face and the resources you are using. It is recommended that you use a blurred background/ plain wall background to protect all personal surroundings. Do NOT deliver remote activities from a bedroom.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours to assist the class teacher with the delivery and feedback of the remote learning tasks.

If a teaching assistant is 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.

SENDCO/ SLT involvement

The SENDCO, Head of Inclusion and Head of School will regularly support with the following:

- Consider 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 senior leaders 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;

- Alerting teachers to resources they can use to teach their subject remotely.

- Monitoring the security of the remote learning systems, including data protection and safeguarding considerations

IT staff

The SHARE IT team within the MAT are 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 and flagging any data protection breaches to the data protection officer;

- Assisting pupils and parents with accessing the internet or devices where appropriate.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – taking into consideration that they may not always be in front of a device the entire time;

- 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 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;

- Be respectful when making any complaints or concerns known to staff;

- Support their child, at an age appropriate level, in accessing the tasks set e.g. by logging onto the computer, ensuring WiFi access etc.

Who to contact

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

- Issues in setting work – Phase Leader/Lauren McCaffrey

- Issues with behaviour – Stuart Harris

- Issues with IT – Adam Waterfield

- Issues with their own workload or wellbeing – Phase Leader

- Concerns about data protection – Lauren McCaffrey/ Holly Senior

- Concerns about safeguarding – Lauren McCaffrey/Stuart Harris

Data protection

Accessing personal data

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

> Access the data on a secure cloud service or secure online platform e.g. Integris;

> Use their allocated school laptop or device to access the data, record videos etc.

Processing personal data

Staff members may need to collect and/or share personal data such as parents email addresses or phone numbers to access Class Dojo. 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.

Monitoring arrangements

This policy will be reviewed at least annually but, due to the nature of the prevalence of COVID-19, will be subject to a 'light touch' review termly. At every review, it will be approved by the Head of School and Director of Primary Education within the SHARE MAT.

Links with other policies/documents

This policy is linked to our:

> Behaviour policy and Appendix

> 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

> MS Teams Staff User Guide

> MS Teams Pupil User Guide