

Remote Education Policy for Glebelands Primary Academy Updated January 2022

1. Statement of School Philosophy

At Glebelands we have always strived to be creative, innovative and try to support our parents/children in the best ways possible to make learning both purposeful and holistic. Our strategy for remote learning is therefore consistent with this.

This remote learning policy has been written as guidance for staff and parents during the Covid-19 Pandemic. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families. The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. those with SEND) who aren't able to be in school, through use of quality online and offline resources and teaching videos
- Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, provide motivation, promote health and well-being and offer parent support
- Consider continued education for staff and parents (e.g. CPD, supervision and assertive mentoring meetings)
- Support effective communication between the school and families and support parents and children to achieve good attendance

3 .Who is this policy applicable to?

Remote education provision is for individuals who are self-isolating or shielding or following government restrictions following school closures. This could be:

- A child who is absent because they are awaiting Covid-19 test results or is required to self-isolate whilst the rest of their class/bubble are attending school and being taught as normal.
- A class/bubble which is not permitted to attend school because there has been an outbreak which has required closure.
- The school is closed to all but critical workers and vulnerable children.

In the event that individual pupils are confirmed to be self-isolating or shielding due to Covid-19 (and in line with government restrictions), class teachers will provide access to daily remote learning activities. This will be shared through Purple Mash in a blog and will also link to Teams. This timetable will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all absentees who are suffering normal childhood illness. Those who are too ill to attend school are considered too ill to carry out school work. We may set work in different ways based on the amount of children absent due to Covid-19.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools:
 - Purple Mash - This will be used to communicate with all children and also contains a number of curriculum tools. EYFS and KS1 will have this as their primary virtual learning environment, with communication coming from teachers through email and blogs. Teachers will use Shared Blogs to set the work for the children.
 - Microsoft Teams - This will become the primary virtual learning environment for KS2 (eventually filtering into KS1 then EYFS). KS2 teachers will use Teams to organise work for the children and link to other websites, including Purple Mash (see above). Work will still be set via Shared Blogs in Purple Mash and will link to Teams work.
 - Times Tables Rock Stars - Key Stage 2 app for practising times tables.
 - Numbots - EYFS/KS1 app for number facts.
 - Oxford Owl - Each class has a unique login (can be found in the remote learning area of the school website. Teachers may signpost children to particular books or request they select books from here.
 - Curriculum Visions - The school login will allow children to browse non-fiction books and complete any research for their current topics.
 - Oxford Reading Buddy - Each child has a log in and can continue to access reading books and quizzes from home.
 - Clicker 8 at home - This will be primarily used in KS1 and will allow the children to continue with their writing, whilst receiving any necessary scaffolding.
 - LBQ - Learning By Questions - Primarily used in KS2 for Maths, English and Science: can be accessed remotely.

In all of the above instances, children will have access to the same websites and documents at school as at home. This means that most tasks can be started in one setting whilst being completed in another. Teachers will be clear in their instructions and timescales for tasks, whilst understanding that some adjustment/flexibility may be required dependent on the situation.

- The year group team will aim to have daily contact with each pupil (whether as a group or individual will be situation dependent). The aim will be to ensure that children are comfortable with the work for that day and they will have the opportunity to ask any questions to gain clarification.
- Phone calls home - Welfare checks will be completed as per need, using school phone lines. If staff are also isolating, a suitable alternative can be used, ensuring own number is blocked from view.
- Occasional printed learning packs - If the need arises resulting from communication from parents, these will be prepared, quarantined and then picked up from the office (if possible) or dropped to the child's doorstep. No isolating individual should come to the school to collect.
- Physical materials such as story books and writing tools where appropriate - Children will already have reading books from the school library. Teachers will ensure when communicating with children that they have the essential items such as stationery and books to continue with their education at a distance.
- Direct links to web addresses used:
 - <https://www.glebelands.cambs.sch.uk/remote-learning/>
 - <https://www.purplemash.com/sch/glebelands>
 - <https://play.ttrockstars.com/auth/school/student/18527>
 - <https://www.curriculumvisions.com/>
 - <https://www.lbq.org/>
 - <https://www.cricksoft.com/uk/clicker/8>
 - <https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>

Teachers may also supplement this work with other websites such as:

<https://www.thenational.academy/>

<https://whiterosemaths.com/homelearning/>

<https://www.bbc.co.uk/bitesize>

<http://www.primaryhomeworkhelp.co.uk/>

<https://www.twinkl.co.uk/>

<https://www.phonicsplay.co.uk/>

<https://www.dkfindout.com/uk/>

Included in the Remote Learning area of our website (<https://www.glebelands.cambs.sch.uk/remote-learning/>), parents will be able to find help videos and links to useful websites. There will be instructions on how to access work and what is expected of the children. Teachers will also use the Video Resource Centre (<https://glebelandsprimary.primarysite.media/>) to post pre-recorded videos of story time. EYFS will also share sight and sound vocabulary each week on their class page.

Teachers will use blogs in Purple Mash and eventually Class Notebook/files in Teams to share a weekly timetable. If a small number of children are isolating, work will be set daily and communication made through email, text and phone to ensure that the work is accessible to the pupils isolating. When a whole class/bubble or more are isolating and in need of remote activities, a weekly plan will be available in a shared blog on Purple Mash. Teachers will share with pupils ways to view these in preparation and will use daily team check-ins (meetings in Teams/emails/chat conversations in Teams) to ensure that children are confident they know how to access materials required. Opportunities to join in with time-scheduled LIVE events will be announced to the children - using announcements in Teams' channels or email links in Purple Mash, for example Story-telling sessions, Mrs Wordsmith or Live assemblies.

Other optional events and enrichment activity ideas will be spread throughout the week to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.

5. Home and School Partnership

At Glebelands, we are committed to working in close partnership with families and recognise each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Glebelands will provide online help videos and links for parents on how to use Teams/Purple Mash and where reasonable, provide personalised resources. Where possible, it is beneficial for young people to maintain a regular and familiar routine. Glebelands would recommend that each 'school day' maintains structure and follows the agreed timetable.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

We would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet. <https://www.childrenscommissioner.gov.uk/digital/5-a-day/> Teachers will read through these steps with the children so that they are aware.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

Live Teaching Protocol

In order to protect both children and staff, we require that if you wish to take advantage of these live opportunities in Teams, you agree to the following:

- The children's Teams account will be used to host Live events. To access these, the children will need to be signed in to their account. Whilst there is no need to download the Teams app, it will make regular use easier. Visit Google Play or App Store for tablets and here for computers: <https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>
- An appropriate adult must remain 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 Teams meeting you will need to briefly need to be on screen with your child so we know that they have an appropriate adult nearby. This will also give us a chance to talk with you if we need to.
- Children must take part in the meet up in a suitable communal environment (preferably not a bedroom and if it must be, please keep the door open) and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in clothing that covers top and bottom half of the body).
- All members of the household must be aware that the meeting is taking place and make sure they are also suitable dressed and use appropriate language and behaviour when nearby or in the background.
- Teams has a built-in option to use a virtual background - you may feel this is an appropriate feature to turn on.
- You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices.
- You and your child will not try to contact any staff using these online tools outside of the pre-arranged meet ups which will be arranged through Teams/Purple Mash. If you need to contact staff for any reason you will do so through Purple Mash/Teams/the office as normal or using the class@glebelands email addresses that have been set up.
- Screenshots, photos or recordings of Teams meetings must not be made and the links must not be shared with others.

We will ensure that:

- No staff member will contact you or your child using Teams for a meeting outside of any pre-arranged meetings and if they do need to contact you, they will arrange to do so using the normal channels of communication.
- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users invited within Teams or with a direct link.
- Screen sharing, file-sharing, annotation and chat will be restricted and used only as necessary.
- Participants will be clearly identified through their user name in Teams or through their screen name if joining via a link.
- Teachers will stay in the meeting until everyone has 'logged off' and will end the meeting for all.
- Teachers and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call. They will also use the background function.
- Teachers may record live sessions to share within Teams for purposes of catching up or recapping at a later time. All teachers will announce when they are recording, giving parents the option to turn their children's cameras off. These recordings will only be shared within the Glebelands Teams area.

6. Roles and Responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Glebelands will provide a refresher training session and induction for new staff on how to use Teams.

When providing remote learning, teachers must be available between 0900 and 1515

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:

Setting work:

- Teachers will set work for the pupils in their classes on Purple Mash/Teams.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Weekly/daily work will be shared as normal.
- Teachers in KS1 and EYFS will set work within Purple mash.
- Teachers in Years 3, 4, 5 and 6 will be setting work on Purple Mash and Teams.

Providing feedback on work:

- Reading, Writing and Maths work submitted according to timeframe. Teachers will indicate when work will be marked by. Daily activities will be marked on the same day and feedback given in order for there to be progression in the next session.
- All curriculum tasks submitted by 3.30pm; teachers will comment by the end of the week.
- There may be necessary changes to these timeframes. These will be communicated by the teacher so that expectations are clear.
- Staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school. Students at home should receive feedback at least twice a week.

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

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account (office@glebelands.cambs.sch.uk) or the class@glebelands email addresses.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between 0900 and 1515

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 their teaching team.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning - through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- 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.
- Keeping the CEO informed of developments.

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.

The SENDCO

- 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 alternative arrangements for pupils with EHC plans.
- Identifying the level of support.
- Making welfare calls where necessary.

The SBM /Trust Finance Officers

- 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.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers if they're 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.
- Seek help from the school if they need it - normal channels of communication, phone, text, email all still apply.
- Be respectful when making any complaints or concerns known to staff.

The Local Board

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.
- Reporting back to the Trust Board.

7. Safeguarding & Remote Learning

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control. Online safety concerns should still be reported to the school as normal. Parents can do this through Purple Mash email or by emailing the school 'office@glebelands.cambs.sch.uk'.

The following websites offer useful support:

- [Childline](#) - for support
- [UK Safer Internet Centre: Report Harmful Content](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

- [Internet Matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

If parents have any safeguarding concerns that need discussing, they can contact us on office@glebelands.cambs.sch.uk or call into the office and one of our Safeguarding Leads (Lisa Sharratt, Nicola Folwell or Jenny English) will get in touch. Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

7. 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 and acceptable use policy