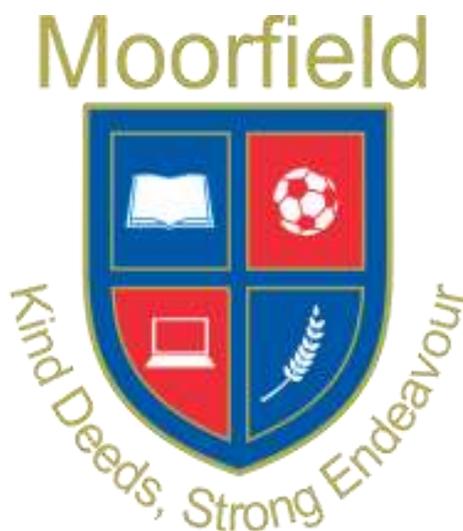


# Moorfield Primary School



## Remote Education Policy 2020

Written by: Laura Welsh & Kathryn Heyes  
Agree by staff: September 2020  
Approved by Governors: September 2020  
Review Date: Oct 2020 Dec 2020 Jan 2021  
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Signed by Chair of Governors: Date: 8/2/20

# Moorfield Primary School Safeguarding Statement

“Moorfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

## Moorfield Primary School Equality Statement

“Moorfield Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

## **Introduction**

Since March 2020 our school, parents and children have responded very flexibly to the challenges faced during the Covid-19 pandemic. This policy outlines the ways that we will ensure that our children continue to receive the high-quality education they deserve, should there be a small number of pupils, class or year group who need to self-isolate or there is a local or national lockdown requiring pupils to stay at home.

As a school, we would like all of our families to feel supported in creating a positive learning environment at home should a class bubble need to self-isolate. We know that it is a difficult time for parents/carers so we have discussed how best to provide learning opportunities for pupils without placing unnecessary pressure on families.

## **INTENT**

At Moorfield Primary School we recognise the children's entitlement to education and better life chances. We set out to ensure continuity of high quality education for all of our children during periods of lockdown, in particular those who are particularly disadvantaged, SEND and vulnerable, as well as those unable to attend on site.

This policy relates to the aspects of remote education provision which subsequently affects a child's entitlement to their education.

## **AUTHORITY**

The Governing Body has a duty under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction issued by the Secretary of State for Education on 30 September 2020 and which came into force on 22 October 2020.

The Direction makes clear the school's legal duty to provide remote education for school-age children unable to attend school due to coronavirus (COVID-19). Where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.

The expectations on the quality of remote education placed upon schools remain those set out in the guidance for full opening published in July 2020.

The Direction will have effect until the end of the current school year, unless it is revoked by a further Direction.

## **STATEMENT OF POLICY**

The impact of the COVID-19 pandemic has necessitated many pupils within our community being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus.

Moorfield Primary School has responded to this with a strong and proactive commitment to providing remote education accessible for all children, in challenging and uncertain circumstances.

The key principles underpinning the school's remote curriculum planning are:

Education is not optional

The curriculum remains broad and ambitious

Remote education is high quality and safe, and aligns as closely as possible

## **AIMS**

This remote learning policy for staff aims to:

1. Set out expectations for all members of the school community with regards to remote learning
2. Ensure consistency in the approach to remote learning for all pupils – in particular those disadvantaged, SEND, vulnerable, and those unable to attend on site.
3. Provide appropriate guidelines for staff
4. Provide appropriate guidelines for data protection

## RESPONSIBILITY

**The Governing Body** is responsible for:

- Holding the Headteacher to account in meeting the statutory duty by monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that statutory duty for data protection and safeguarding is being met and not compromised.

**The Headteacher** is responsible for:

- Co-ordinating the remote learning approach across the school ensuring it meets the statutory duty
- 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. Live video lessons will be used to monitor the effectiveness
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Assisting staff, pupils and parents with accessing the Tapestry and Microsoft Teams platforms
- Meeting all statutory safeguarding duty – namely reporting all concerns in regards to the safeguarding of children to the relevant agencies; sharing information with agencies when a child is perceived to be at risk; training all staff on safeguarding matters including online safety and safer working practices; ensuring statutory GDPR compliancy.

Some or all of these duties will be shared with senior staff and may be delegated.

**Class Teachers** are responsible for:

- Providing remote learning that is differentiated to suit a child's needs and ensures continuity and progression for all children in their class via on line platforms Microsoft Teams and Tapestry, supported by the use of other on line resources
- When providing remote learning, teachers must be available between 8.30am-3.30pm Monday-Friday. Teachers may be working in school as well as providing remote learning therefore there may be a delay in response to messages.

**When providing remote learning, teachers are responsible for:**

### Setting work

Teachers will set work for children in their class who are isolating/in quarantine or who have symptoms of the virus/ school is in lockdown as per the Phases in Appendix A and example timetables in Appendix B

- When a bubble is self-isolating, and teachers are well or school is closed to all but Children of Key workers or vulnerable children, teachers are expected to plan and **deliver a full timetable of lessons through daily live teaching using Microsoft Teams** (Appendix A & B). In addition to live teaching for English maths and foundation subjects. **KS1 & KS2 set a range of independent tasks as assignments** throughout the week. Lessons will follow the school Schemes of Work for all subjects. These lessons may be supplemented with other online resource and pre-recorded tutorials
- **Allow pupil interaction:** lessons are more than just a one-way stream; they are a collaborative learning opportunity. Pupils must be encouraged to respond, ask questions and fully participate as though they were at school.
- **Use features such as personalised calendars (like a timetable) for pupils:** pupils can then join their lessons directly from their calendar
- **Mentor pupils:** teachers hold one-to-one, group TEAMS video calls or class meets during the day to chat through children's learning and support them individually or in small groups.
- **Engage children in the Early Years:** teachers provide short pre-recorded video clips via Tapestry throughout the day. These may be used to deliver differentiated phonics, writing based literacy lessons, maths and story sessions. Guided reading is delivered using Oxford Story Owls and a follow up task. Additional daily input supplemented through WRM video clips. Teachers will also set activities that reflect the 'learning through play' approach of the Early Years curriculum. A simple counting activity, read a story, or sing 'happy birthday' to a child - the focus is more social and emotional. Children's work will be saved using Tapestry.

### Providing feedback on work

- Teachers will be able to access pupil's work via Tapestry / TEAMS . Feedback can be shared with individual children either in a written format or through individual/ group/class feedback sessions.

### Keeping in touch with pupils

- Teachers will communicate with pupils via TEAMS. All conversations will be based around learning and progress
- Parents will communicate with the school office in the event of a complaint or concern
- If parents are unable to engage their child with the remote learning, teachers will telephone parents to offer further support.
- A daily attendance register will be kept for all children both at home and at school. Where a child does not logon or engage with lessons TA will contact parents. Where parents do not respond head teacher will follow up with a phone call or home visit (adhering to Covid regulations)

### Attending virtual meetings with staff and pupils

- Teachers code of conduct and professional standards apply. Teachers must be dressed professionally and must have neutral background to their video/ be aware of what can be seen in the background.
- Teachers who are self-isolating at home must lead the remote learning and live calls from home

### Health and Well-being

- Teachers are responsible for risk assessing their home learning environment, including their IT station risk assessment
- Teachers are responsible for the efficient management of their daily and weekly workload – planning, delivery, feedback / assessment
- Whilst responsible for delivering the daily timetable, teachers must manage their screen time effectively, taking regular screen breaks and move around.

**Classroom Assistants** are responsible for:

When assisting with whole bubble remote learning, classroom assistants must be available during their usual working hours.

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

- Providing one-to-one and small group virtual or in school tuition as directed by the class teacher.
- Ensuring all children's work is uploaded to TEAMS on a daily basis for staff to give feedback.
- Attending virtual meetings with teachers and pupils
  - Code of conduct and Classroom Assistant professional standards apply. Classroom Assistants must be dressed professionally and must have neutral background to their video

**Subject Leaders** 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 Leaders 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 – explain how they will do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely.

**The School Business Manager/ Admin Clerk** (by liaising with the school's IT providers) is responsible for:

- Helping fix 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 raising any data protection breaches to the school's data protection officer.

### **Pupils and Parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider 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 Classroom Assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware immediately of any safeguarding concerns
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – including pinpointing any resources that may help struggling parents
- Be respectful when making any complaints or concerns known to staff, recognising that staff are doing their best.

### **ADDITIONAL GUIDANCE**

#### **Who to Contact**

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

- Class work – Relevant Subject Leader and Kathryn Heyes
- Behaviour – talk to the Department Coordinator: lower KS2 Ashley Riley KS1 Louise Taylor , Upper KS2 Laura Welsh Continuing problem Lesley Blundell/ Kathryn Heyes
- IT requirements – Nicola Stockdale/ Lynne Webb
- IT systems – Paul Kennedy Applecore
- Workload or well-being – line manager Lesley Blundell
- Data protection – Kathryn Heyes Lynne Webb
- Safeguarding – Kathryn Heyes Lesley Blundell
- SEND - Lesley Blundell

#### **Data Protection**

##### *Accessing personal data*

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

- Access all data on the secure platforms (Tapestry and Microsoft Teams) or the protected server on the school's IT network
- Staff should use school issue hardware to access the school's IT network and management of pupil data.

##### *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 will not 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:

- Maintaining password protection – staff will use strong passwords
- Ensuring the use of encrypted data storage – meaning if the device is lost or stolen, pupil data is safe
- 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.

#### **SUPPORTING DOCUMENTS**

This policy should be used in conjunction with the following documents:

Guidance for full opening of schools (September 2020), DfE

[Providing remote education information to parents, DfE](#)

[Remote education good practice, DfE](#)

[Remote Education Temporary Continuity Direction, DfE](#)

[Restricting attendance during the national lockdown: Schools, DfE](#)

[What's working well in remote education, DfE](#)

Behaviour Policy and COVID-19 addendum

e-Safety Policy and COVID-19 addendum

GDPR Policy

IT User Agreement

Safeguarding and Child Protection Policy and COVID-19 addendum

Staff Code of Conduct

Teaching and Learning Policy

Teacher Development Framework – essential elements of learning and COVID-19 addendum

Signed (Head Teacher):

Date:

Signed (Chair of Governors):

Date:

**Phase 1**

**Short term Covid related absence (up to two days) Pre- prepared pack available on day 2 of absence**

SUBJECT	WEB LINK	DETAIL
Maths	<a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a>  <a href="https://trockstars.com/">https://trockstars.com/</a>	<ul style="list-style-type: none"> <li>Using White Rose maths, children will complete a daily session which includes a video and subsequent questions.</li> <li>TT Rockstars and will help children practise their times tables and number bonds (years 2, 3, 4 5 and 6) for 15 minutes.</li> </ul>
English	<a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a>	<ul style="list-style-type: none"> <li>Daily English writing/Spelling Grammar, Sentence activity. Daily reading comprehension.</li> <li>Science task</li> <li>Topic task e.g. history, geography, art</li> </ul>

**Phase 2**

**Longer term Covid related absence**

During any closure due to individual children in self-isolation or quarantine, work will be provided, from the second day of absence. This will allow the class teacher time to prepare work to be sent home for the child. Work will be sent on a daily basis, via TEAMS.

SUBJECT	WEB LINK	DETAIL
Maths	<a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a>  <a href="https://trockstars.com/">https://trockstars.com/</a>	<ul style="list-style-type: none"> <li>Using White Rose maths, children will complete a daily session which includes a video and subsequent questions.</li> <li>TT Rockstars and will help children practise their times tables and number bonds (years 2, 3, 4 5 and 6) for 15 minutes.</li> <li>Additional maths activity bespoke to class</li> </ul>
Reading	<a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a>	<ul style="list-style-type: none"> <li>Home reading – children to read for 20 minutes with an adult. Children are to read from their own reading book or download and read a free e-book from Oxford Owls or Collins Big Cat.</li> <li>Daily reading comprehension activity relating to work in class</li> </ul>
Writing incl. Spelling/Phonics		<ul style="list-style-type: none"> <li>Writing activities in line with class work and or additional resources such as Pathways to Progress Writing and grammar activities</li> <li>KS1 and Ks2 RWI spelling</li> <li>EYFS &amp; Yr1 Phonics</li> </ul>
Curriculum subjects	<a href="https://classroom.thenational.academy/">https://classroom.thenational.academy/</a>	<ul style="list-style-type: none"> <li>A range of activities using the school SOW supplemented by other online resources e.g. Oak academy</li> </ul>

Parents are expected to return completed work to their child's folder on TEAMS on a daily basis. Staff to provide feedback.

**Phase 3**

**Remote Learning Whole bubble / school closure**

- If the whole class is absent Yr1-Yr 6 all children will be taught live lessons using Microsoft Teams and EYFS recorded sessions using Tapestry. We may also use other educational resources.
- Parents are expected to return completed work to their child's folder on TEAMS, on a daily basis. Staff to provide feedback.



Appendix B Example Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am	Reading Time (Complete reading records)				
9:15	Morning registration and welcome in English groups	Morning registration and welcome in English groups	Morning registration and welcome in English groups	Morning registration and welcome in English groups	Morning registration and welcome in English groups
9:20	<u>English: Reading</u> 9:20 – 9:50 input with teacher 9:50 – 10:30 independent activity (support provided where needed)	<u>English: Reading</u> 9:20 – 9:50 input with teacher 9:50 – 10:30 independent activity (support provided where needed)	<u>English: Writing</u> 9:20 – 9:50 input with teacher 9:50 – 10:30 independent activity (support provided where needed)	<u>English: Writing</u> 9:20 – 9:50 input with teacher 9:50 – 10:30 independent activity (support provided where needed)	<u>English: Writing</u> 9:20 – 9:50 input with teacher 9:50 – 10:30 independent activity (support provided where needed)
10:30	Break				
11:00	<u>Maths: Arithmetic</u> 11:00 – 11:30 input with teacher 11:30 – 12:00 independent activity (support provided where needed)	<u>Maths: White Rose</u> 11:00 – 11:30 input with teacher 11:30 – 12:00 independent activity (support provided where needed)	<u>Maths: White Rose</u> 11:00 – 11:30 input with teacher 11:30 – 12:00 independent activity (support provided where needed)	<u>Maths: White Rose</u> 11:00 – 11:30 input with teacher 11:30 – 12:00 independent activity (support provided where needed)	<u>Maths: White Rose</u> 11:00 – 11:30 input with teacher 11:30 – 12:00 independent activity (support provided where needed)
Lunch break					
1:00	Afternoon registration	PPA	Afternoon registration	Afternoon registration	Management Time
1:05	<u>Super Maths Monday!</u> Additional set maths session 1:05 – 1:30 input with teacher 1:30 – 2:00 independent activity	<u>PE</u> Activity set in advance and communicated via teams.	<u>History (from scheme)</u> 1:05 – 1:35 teacher input 1:35 – 2:00 independent activity	<u>History (from scheme)</u> 1:05 – 1:35 teacher input 1:35 – 2:00 independent activity	<u>Art (from scheme)</u> 1:05 – 1:35 teacher input 1:35 – 2:00 independent activity
2:00	<u>Spelling 2:00 – 2:15</u> <u>Handwriting 2:15 – 2:30</u> (Pre-recorded input with teacher for both)	<u>Spelling 2:00 – 2:15</u> <u>Handwriting 2:15 – 2:30</u> (Pre-recorded input with teacher for both)	<u>Spelling 2:00 – 2:15</u> <u>Handwriting 2:15 – 2:30</u> (Pre-recorded input with teacher for both)	<u>Spelling 2:00 – 2:15</u> <u>Handwriting 2:15 – 2:30</u> (Pre-recorded input with teacher for both)	<u>Spelling 2:00 – 2:15</u> <u>Handwriting 2:15 – 2:30</u> (Pre-recorded input with teacher for both)
2:30	<u>Story Time</u> Pre-recorded class story with teacher				
	Staff Meeting	PPA		<u>Monster Maths</u> 2:30 – 3:00 Catch up/ intervention group	

## Appendix B Example Timetable 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Register 9am	Log in to English Set and register	Log in to English Set and register	Log in to English Set and register	Log in to English Set and register	Log in to English Set and register
9.10 – 10.30am	Live teaching English – (Reading and Writing) Online feedback and marking	Live teaching English–(Reading and Writing).Online feedback and marking	Live teaching English – (Reading and Writing) Online feedback and marking	Live teaching English – (Reading and Writing).Online feedback and marking	Live teaching English – (Reading and Writing) Online feedback and marking
Break	10.30 – 11.00am Break				
11.00 – 12.10pm	Maths Live teaching Online feedback and marking 12pm meet again to mark	Maths Live teaching Online feedback and marking 12pm meet again to mark	English – Live teaching until 10.10 Online feedback and marking until 10.10 10.10 meet again to mark	English – Live teaching until 10.10 Online feedback and marking until 10.10 10.10 meet again to mark	English – Live teaching until 10.10 Online feedback and marking until 10.10 10.10 meet again to mark
Lunch	12.10 – 1.15Lunch				
1.15 – 2.30	Staff PPA Wellbeing activities for children to complete independently. Contact children not uploading work & address any issues	Foundation subjects (Science, Topic, RE, Art, DT, ICT) Live teaching until 1.45 Continue Live teaching until 2 (or later if needed for LA support)	Foundation subjects (Science, Topic, RE, Art, DT, ICT) Live teaching until 1.45 Continue Live teaching until 2 (or later if needed for LA support)	Foundation subjects (Science, Topic, RE, Art, DT, ICT) Live teaching until 1.45 Continue Live teaching until 2 (or later if needed for LA support)	Foundation subjects (Science, Topic, RE, Art, DT, ICT) Live teaching until 1.45 Continue Live teaching until 2 (or later if needed for LA support)
		Intervention maths group 2.30-3pm			
Daily PE 2.30 –3.15	PE Joe Wicks <a href="https://www.youtube.com/user/thebodycoach1/videos">https://www.youtube.com/user/thebodycoach1/videos</a> OR Cosmic kids yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a> OR PE activity of your choice - family walk etc.				
15 minutes	Reading for pleasure to an adult	Reading for pleasure to an adult	Reading for pleasure to an adult	Reading for pleasure to an adult	Reading for pleasure to an adult
Extension Activities	Extension activities are provided in the class teams file for children who complete tasks early. More able maths activities within maths team				

**NB PPA taken on one afternoon with independent activities set. Four afternoons live input to foundation subjects**







