Distance Learning Policy

RHODES AVENUE
PRIMARY SCHOOL

Approved by:	FGB	**Date:** 20 October 2020
Last reviewed on:	January 2021	
Next review due by:		

Distance Learning Policy

Rhodes Avenue Primary School

(This policy has been updated inline with guidance for all schools in England January 2021)

Statement of School Philosophy

Rhodes Avenue has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

Aims

- This Remote Education Policy aims to:
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources, teaching videos and live digital interactions.
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

Who is this policy applicable to?

- A child *(and their siblings if they are also attending Rhodes Avenue Primary)* is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child that is shielding following medical recommendations (medical documentation must be seen by the school)
- Remote learning will be shared with families when they are absent due to Covid related reasons (x code). This will include a National Lockdown and supporting Key worker and vulnerable pupils, as well as those working remotely at home.

Autumn Term Learning Offer

https://rhodesavenue.school/wp-content/uploads/2020/09/Rhodes-Avenue-Autumn-1-2020-Teaching-offer-Sep-2020-update-1.pdf

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *(for example, Tapestry, Seesaw, Zoom)*, as well as for staff CPD and parents sessions.
- Use of Recorded video *or Live Video if used* for Start Day registration, instructional videos and assemblies

- Phone calls or Zoom sessions home
- Printed learning packs
- Work Books
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, LGFL, White Rose Maths, RML, Timetable RockStars etc

The detailed remote learning planning and resources can also be found be found:

- Model Timetable and structure for remote learning
- Web Site – Learning platform downloadable Printable Documents
- Curriculum resources and curriculum planning
- Teacher Code of Conduct for acceptable use

    https://rhodesavenue.school/wp-content/uploads/2019/04/Acceptable-Use-Policy-for-Staff-Spring-2019.pdf

Home and School Partnership

Rhodes Avenue is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Rhodes Avenue will provide a refresher online training session and induction for parents on how to use digital platforms as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Rhodes Avenue would recommend that each 'school day' maintains structure and will provide a timetable to support this. Remote learning will be planned to support the teaching input and completion of work to last on average 3 hours per day (as a minimum) for pupils in Key Stage 1 and on average 4 hours per day (as a minimum) for pupils in key Stage 2 .

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. Information on ways the school can support will be sent to parents each time a pod closes.

In expect all pupils and parents to follow Rhodes Avenue's 'Acceptable Use Policy'. 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. These are displayed in each classroom.

https://rhodesavenue.school/wp-content/uploads/2019/04/KS1-Acceptable-Use-Policy-for-Pupils.pdf

https://rhodesavenue.school/wp-content/uploads/2019/04/Lower-KS2-Acceptable-Use-Policy-for-Pupils.pdf

https://rhodesavenue.school/wp-content/uploads/2019/04/Upper-KS2-Acceptable-Use-Policy-for-Pupils.pdf

https://rhodesavenue.school/wp-content/uploads/2019/04/Parent-and-Carer-Acceptable-Use-Policy.pdf

We would encourage parents to follow Online Safety Guidance published on the school website to support a healthy and balanced digital diet.

https://rhodesavenue.school/parents/esafety/

Roles and responsibilities

Teachers

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

Rhodes Avenue will provide a refresher training session and induction for new staff on how to use SeeSaw/Tapestry.

When providing remote learning, teachers must be available between 9am – 3.30pm (or their dedicated working hours)

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:
> - o Teachers will set work for the pupils in their pod. This includes those responsible for streamed groups or intervention groups.
> - o The work set should follow the usual timetable for the class had they been in school, wherever possible.
> - o Weekly/daily work will be uploaded, shared via SeeSaw/Tapestry or the school website
> - o Teachers in Nursery and Reception will be setting work using the website and Tapestry.
> - o Teachers in Years 1 to 6 will be setting work using SeeSaw
>
> - o The curriculum coverage and learning will be sequenced and incremental.
>
> Providing feedback on work:
> - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 5pm.
> - All curriculum tasks submitted by 3.30pm and teachers will mark/feedback at the end of the week.
> - Assess understanding for future learning
>
> Keeping in touch with pupils who aren't in school and their parents:
>
> - o If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
> - o One live session will be available daily for children and their parents – examples of this may be registration, story time or live teaching
> - o All parent/carer emails should come through the school admin account (office@rhodes.haringey.sch.uk or the direct staff emails)
> - o 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 9.00am – 3.30pm or their usual working hours.

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 assistant must complete tasks as directed by the class teacher or a member of the Headship Team.

This may include pre taught lessons with pupils, work on specific pupil targets, reading one to one or supporting Key Worker and Vulnerable pupils

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoring of engagement.

- Monitoring the effectiveness of remote learning – explain how they'll do this, such as 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
Monitoring the delivery of catchup support and interventions.
Ensure the curriculum coverage is well-sequenced and skills and knowledge are taught incrementally

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.

IT Technicians and Digital Lead

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff 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

The SENCO

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.

- 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 alternate arrangements for pupils with EHC plans and IHPs

- Identifying the level of support required and coordinating a personalised approach

  Identify vulnerable pupils and develop a bespoke plan whether in school during lockdown or at home or isolating

The SBM

- 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:

- Encourage their child to complete assigned work.
- Make the school aware if your child is sick or otherwise can't complete work by contacting the school absence line.
- Seek help from the school if you need it – Power Maths Books are available, paper copies of work can be arranged, the loan of ICT equipment can be arranged where possible.
- Consider appropriate working conditions for your child to find success throughout the entire isolation period
- Support your child's participation and engagement in remote learning each day
- Be respectful when making any complaints or concerns known to staff

(If parents are not uploading to SeeSaw we will ask to see copies of all work completed)

The school will also provide a loan service of equipment to provide for effective home learning environments.

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

Overcoming Barriers

The school will provide parents with information on how to access equipment and resources needed to support pupil learning at home. This would include:
Laptop and I Pads (with a home school loan agreement)
The use of printed materials when required
The use of resources, books and other tangible equipment
Textbooks and work books
Information on Wi-Fi and data

Expressing Concerns

If parents would like to express their concerns in the first instance they should raise these with the class teacher or Year Group leaders. If the concerns are not resolved, report the matter to a member of the Headship team or Headteacher. If the concerns continue not to be resolved, report the matter to Ofsted.

Links with other policies and development plans

This policy is linked to our:

- Acceptable Use KS1
- Acceptable Use Lower KS2
- Acceptable Use Upper KS2
- Acceptable Use Parents + Carers
- Acceptable Use – Staff, Governors and Volunteers
- Behaviour for Learning
- Behaviour Principles

- Online Safety
- Photographic and Filming Policy for Parents and Carers
- Pupil Digital Media Consent Declaration
- Safe Use of Images
- Safeguarding and Child Protection
- Safer Internet Rules KS1
- Safer Internet Rules KS2
- Use of Social Media