



Caldecote Primary School

Remote Learning Policy

January 2021

1. Aims

This Remote Learning Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure (as far as possible) that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Pupils who are absent because they are awaiting a test result (their own or someone in their household) or have been in contact with a positive case outside of school. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Pupils who are part of a whole class bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Pupils who are at home due to full or partial school closure due to Covid-19 national or local lockdown.

3. Resources

Resources to deliver this Remote Education Plan include:

- Online tools that are used routinely used in school:
 - Mathletics (Y1-6): pupils will complete the class tasks
 - Times Tables Rockstars (Y1-6) – pupils continue to work on the tables they are learning
 - Accelerated Reader (Key Stage 2): pupils continue to read books at their assigned level
- Seesaw learning platform: this is currently used for homework and will be used to assign work including:
 - Daily English and Maths which mirrors in-school learning
 - Spellings which will be set weekly the same as in school
 - Work for other subjects which may be via specific links to particular resources, powerpoint presentations etc.
 - Home Learning menu so pupils can continue with topic related learning
 - Topic overview to ensure coverage of all curriculum areas
- Zoom will be used for live support for English and Maths every morning. Zoom will also be used for live whole school assemblies and live class assemblies
- Other online platforms such as Oak National Academy, White Rose maths, BBC bitesize etc. – teachers will give clear guidance which lessons / units pupils should use so that it mirrors in-school teaching
- School website has the Caldecote Curriculum and Year Group planning and the Caldecote Book Spine for pupils to choose books that are on their reading passports
- Learning packs: including practical resources such as pencils, paper, rulers, cubes etc will be available for families to collect from outside school daily
- Reading book exchange: Children can bring their school reading books to school each day for them to be swapped (Covid compliant – see current risk assessment) so daily reading can continue uninterrupted

The detailed remote learning planning and resources to deliver this policy are in appendix 1 and this includes:

- Model timetable and structure for remote learning
- Links to the online learning platforms that will be used
- Link to the school website where topic overviews and home learning menus can be found (these are also available via Seesaw)
- Teacher Code of Conduct for phone calls and recorded video

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous learning or remote learning
- Pupils will study a broad range of subjects; in addition to English and Maths subjects will include Science, History, Geography, Art & DT, PE, Computing and RE; there will also be optional learning for Music, Spanish and PSHE and our '11 by 11' character education curriculum
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'; for example outdoor learning: for maths making arrays with stones and for English creating a story setting in the garden which is used as a setting for their own story
- Live support Q&A using Zoom will be available every day for children and/or parents to ask questions about the English and Maths learning that day
- Teachers will have access to a wide variety of resources to share remotely, such as Reach Feltham Academy and Cornerstones resources for foundation subjects which we have subscribed to
- Resources will be quality assured by subject and senior leaders, who will routinely monitor quality and variety of provision and outcomes and there will be regular feedback to staff
- Staff have received training they need to provide online learning safely, including using Seesaw and Zoom; training needs will be reassessed as and when needs change
- We will endeavour to ensure that all pupils will have access to the resources they need to learn. We have carried out a survey to ascertain access to devices and are actively taking steps to address any deficits including seeking support from the local community
- Teachers will communicate the purpose of activities for pupils via the class page on Seesaw
- Pupils will be capable of accessing remote learning resources as all their home learning since September 2020 has been posted on Seesaw; this will ensure they are familiar with the platform and understand how to submit work for review
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by regular telephone calls to ensure

the child is able to engage with the learning and making any adjustments as needed

- COVID catch-up funding will be used effectively to address any gaps in learning. They will be identified by using a 'Scale of Need' whole school analysis and providing the most effective and cost efficient use of the financial resource for maximum impact. Examples of use are employing a teacher to provide 1:1 or small group additional activities for English and Maths; purchasing online apps for specific pupils to use, etc.
- Staff workload will be managed by setting clear expectations of when work will be set and feedback given so they can manage their time within the directed hours.
- There will be an expectation that all pupils will engage in learning every day. Between 3 and 4 hours of learning will be set for each class per day. English, Maths and one other subject, plus there is always spellings, reading, Mathematics, Timetables Rockstars and the homelearning menu to work on. Teachers will monitor engagement and record any none engagement as an 'absence' for that child for that day. Leaders will then follow up absence with parents and use this information to make any adaptations to provision and support.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND).

We have provided guidance to parents on how to use Seesaw and will provide ongoing support to individuals as and when needed.

Resources will be shared with pupils and parents via Seesaw and the school website. Live support Q&A sessions via Zoom will be available every day for children and/or parents to ask questions about the English and Maths learning that day. These are 'live' sessions i.e. questions can be asked whilst the child is completing their English or maths activities.

We would encourage parents to support their pupils' work, and to establish a routine based around the school day wherever possible. There will be clear expectations about when work should be submitted and when pupils can expect feedback.

Should parents be unable to access online work for any reason, they should contact the school office office@caldecote.cambs.sch.uk so that other arrangements can be agreed.

All pupils sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when pupils are working on computers at home. Pupils and their parents should remember to follow the acceptable use expectations and in particular, use all online platforms in a responsible way.

6. Roles and responsibilities

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

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- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
 - Lead virtual meetings for the whole school or key stages / classes for assemblies or launching a specific learning focus
 - Monitoring the effectiveness of remote learning, including by analysing engagement, gathering pupil feedback and parental feedback and via the Parent Forum
 - Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
 - Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect, including management of IT devices
 - Ensuring FSM pupils are supported through food hampers, takeaway packed lunches when the school cook is working or vouchers if she is unavailable
 - Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers & subject leaders

Teachers are all subject leaders, so in addition to their teaching responsibilities they are responsible for:

- Adapting schemes of learning so that colleagues are aware of how the intended key components can be taught remotely
- Provide colleagues with the necessary training on how to use resources that are needed to deliver the subject they lead
- When providing remote learning, teachers must be available between 8.30 am and 4.30 pm every day they work; they are entitled to take a break at midday for lunch
- Teachers unable to work for any reason during this time should inform their line manager who will try to agree a working pattern that fits in with the school day and is equivalent in hours
- Normal sickness absence procedures continue to be in place

For individual children isolating:

For the first two days following notification to school that a child is isolating, remote learning will consist of:

- Children complete at least 2 activities from the year group home learning menu and upload these to Seesaw. Teachers will give feedback on this.
- Continuing to learn spellings and practising application of them by using them in sentences.
- Reading each day.
- Mathematics each day.

If test results aren't back or children are isolating for longer than two days, new English, Maths and topic work will then be uploaded each day, starting on the third day by 9am – see below

When providing remote learning, teachers are responsible for:

- **Setting work:** Teachers will set work for the pupils in their classes which should be adapted to ensure all pupils are able to complete the work whatever their ability or needs
- If the whole class bubble is isolating, the work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers will set work using the Seesaw online platform
- Daily English, mathematics and one other subject will be set by 6pm each working day for the following working day
- **Providing feedback on work:**
 - English and mathematics work: pupils will be expected to complete English and Maths work each day. They will be encouraged to upload this work to Seesaw every day. Teachers will give feedback by 12 noon the following day. Feedback may be a written comment or an icon to show the work has been looked at
 - Work in other subjects can also be uploaded to Seesaw and feedback on this work will be given by the end of the following week by an icon to show it has been seen
 - The frequency with which teachers will provide feedback is set out within the Teacher Code of Conduct – see Appendix 1
 - Teaching staff will be available every day between 9.30am and 11.30am on a live Zoom to provide support and answer questions about the Maths and English work set. This support will be via the 'chat' function where questions can be asked of the 'host / teacher'. We will aim to respond / answer within 30 minutes.
- **Keeping in touch with pupils who aren't in school and their parents:**
 - Teachers are expected to hold a live Zoom session every week with their class
 - SLT will hold a live weekly whole school Zoom assembly
 - Regular newsletters will continue
 - If there is a concern around the level of a pupil's engagement, a member of staff should telephone the parent individually to discuss how this can be improved
 - Daily live Zoom Q&A to provide support and answer questions about the Maths and English work set.
 - Teachers should use the Parentmail or school office@ email address to email parents and pupils. All parent/carer emails should come through the school office account
 - SEND and Vulnerable or concern families/children will receive a 'safe and well' check phone call every week
 - Teachers should check emails at least once in the morning and once in the afternoon. Emails from parents should be responded to in line with our communication policy (ie within 5 working days).

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- Where a family displays difficult behaviour or is unable/unwilling to comply, teachers should seek support from a member of the SLT
 - Calls to families must be made using a school phone only
 - If the support needed is not class work related, teachers should seek advice from the relevant person eg School Business Manager, SENDco, Mental Health lead, SLT etc.
 - Any complaints or concerns shared by parents or pupils should be reported to a member of the SLT; for any safeguarding concerns, make a MyConcern log and refer immediately to one of the school's Safeguarding leads: Karen Stanton, Becky Snelling, Natalie Martin
 - Staff who are unwell and are unable to work:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the School Business manager may set up a referral to Occupational Health to support that individual
 - If staff member has Covid symptoms, they should obtain a test as quickly as possible using the County's preferential testing arrangement, and share the result of it with school so that appropriate plans can be made
 - Another staff member will assume their remote learning duties until the teacher is fit for work

Teaching Assistants

Teaching assistants must be available during 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 assistants must complete tasks as directed by their class teacher or a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteachers
- Assisting class teachers with supporting pupils
- Preparing home learning resources and helping teachers giving feedback on Seesaw and Zoom questions and answers
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues and whole school assemblies
- Completion of work that accords with school improvement priorities

Designated safeguarding leads

The DSLs are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENDCO

- 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 within school or remotely, and liaising with the Headteachers and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by Vulnerable pupils
- Ensuring all SEND and vulnerable pupils are contacted weekly by telephone and that records are kept of the conversations. Following up with teachers on any issues raised and / or if contact is not established.

The Business Manager

- 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.
- Overseeing communication with parents via Parentmail and the office email

Pupils and parents

Staff can expect **pupils** learning remotely to:

- Be contactable during the school day
- Endeavour to complete work set and to make contact each day on Seesaw
- Seek help via live Zoom Q&As, Seesaw or email to office@caldecote.cambs.sch.uk from teachers or teaching assistants
- Engage in live class and school assemblies

Staff can expect **parents** with pupils learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable
- Support their pupils in their reading as far as they are able, so that they continue to read their home reading books (and swap them regularly at the school book swap) or access online reading resources via Accelerated Reader
- Support their pupils' work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their pupils to focus

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- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources may be offered
 - Seek help from the school if they need it, communicating with class teachers by email to the school office
 - Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body 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

7. Personal Data

Staff may need to collect and/or share personal data with other school staff members, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding lead (DSL) or via MyConcern if you have access. If you are unable to contact a DSL and it is an urgent matter, speak to any member of the SLT. All

safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training in September 2020.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- If in school, ensure pupils can't hear or see your meeting

11. Links with other policies and plans

This policy is linked to our:

- Safeguarding and Child Protection
- Positive Behaviour policy
- Data protection policy and privacy notices
- Online platforms risk assessment
- Zoom risk assessment
- E- safety acceptable use policy
- Teacher & TA Code of Conduct for Remote Learning
- Home School Agreement

12. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:

Chair of Governors: Date:

APPENDIX 1

REMOTE LEARNING: CODE OF CONDUCT FOR TEACHERS & TEACHING ASSISTANTS

This document sets out the expectations for teachers and teaching assistants for remote learning in the following cases:

- Pupils who are absent because they are awaiting test result (their own or someone in their household) or have been in contact with a positive case outside of school. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Pupils who are part of a whole class bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Pupils who are at home due to full or partial school closure due to Covid-19 national or local lockdown.

Expectations for working remotely

In addition to providing remote learning that broadly mirrors the learning within school (see Remote Learning Policy)

Teachers are expected to:

- Provide learning resources for any pupils that make specific requests eg reading books of a certain level, specialist maths equipment, etc (by emailing school)
- Be available for work from 8.30 am – 4.30 pm on each working day
- Check emails at least twice daily in the morning and afternoon
- Only use the office@caldecote.cambs.sch.uk for email correspondence with parents
- Host a daily live Zoom Q&A session to support English and Maths learning at home between 9.30am and 11.30am
- Respond to requests for communications from parents within 5 days
- Attend all whole school assemblies on their working days
- Attend virtual meetings (proportionate to their working ratio)
- Make weekly phone calls to SEND and vulnerable / concern pupils as directed by the SENDco
- If working remotely, email all planning and resources to the office
- Be mindful of and abide by all policies and guidance pertaining to The Remote Education Policy, The Online Platforms Risk Assessment, Safeguarding, Child Protection, Online safety and Data Protection

Teaching assistants are expected to:

If in school

- cover in other areas as directed by the Headteachers
- Assist class teachers with supporting pupils
- Assist class teachers giving feedback online
- Complete other work that accords with school improvement priorities

If working remotely from home:

- Be available from 9.00 am for the hours they work each day
- Assist class teachers giving feedback online
- Undertake remote and / or online CPD training
- Attend virtual meetings with colleagues and whole school assemblies
- Complete other work that accords with school improvement priorities

All staff are expected to follow the school's absence procedure

Setting Work for Remote Learning

Teachers will set work using the following learning platforms:

- Seesaw
- Mathletics
- School Website

Teachers must ensure that their class pages on both the school website and Seesaw are kept up to date with the relevant topic overview and Home Learning menu.

In addition to these, pupils will have access to:

- Times Tables Rockstars
- Oak Academy
- BBC Bitesize
- Accelerated Reader

Teachers will set work as follows:

English & Maths

In **addition** to the weekly home learning tasks for **spellings** and **maths** (via Mathletics), teachers will set between 3 and 4 hours of learning on Seesaw which will consist of:

- **Daily English and Maths** which broadly mirrors the in-school learning
- Work for **Science, History, Geography, Art & DT, PE, Computing & RE**; this work will be set to broadly mirror the timetable for the class (see example school timetable at the end of this document)
- Optional tasks for Music, Spanish, PSHE and the '11 by 11' character education curriculum

When work will be set:

Daily English and Maths and one other subject must be set by 6pm the day before.

When feedback will be given:

- **Daily English & Maths** will have feedback by **12 noon** the following day; feedback will be either a written comment or an icon to show it has been looked at
- **Other subjects** will have feedback by the end of the following week and will be an icon to show it has been looked at

Expectations when using Zoom

Zoom is a useful tool that facilitates live online communication between home and school. As such, we will be adding Zoom to our toolkit as an additional resource to support learning at home.

When using Zoom, teachers should:

- Never have 1:1 meetings with pupils
- Be dressed appropriately
- Consider what is shown in the background when you are on live stream
- If using with a class or group, disable the group chat or, if you want it to be used, set clear guidance and monitor it closely
- Do not allow the chat function to be used between individuals
- Do not allow screenshots or recordings of any meetings or assemblies
- Use the waiting room to screen participants and only allow those in who you are expecting and who can be easily identified by an acceptable screen name
- During the daily Live Zoom Q&A support session video and audio must be turned off. Only chat function to be used and set to 'chat with host only'

Expectations when making telephone calls to parents

- Call within school hours only
- Only use school office phones
- Make a record of all calls

Calls from home

If at all possible, all calls should be made from within school. If this is not possible:

- Put 141 before the number so your number is screened
- Do not give out your own personal numbers to any families

How to structure your calls to parents

- Keep a record of every telephone call you make including calls where there is no response

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- If a child answers, check that a parent is at home with them; do not talk to a child without another adult either with the child or in the room so they can witness what you say
 - Write a brief summary of the conversation
 - Use the standard prompts as a guide to your conversation:
 - o I'm just checking you are safe and well
 - o Are you managing remote learning?
 - o Who is supporting you with your remote learning?
 - o Are you getting out for daily exercise?
 - o Are you eating regular meals?

Monitoring engagement and recording pupil absence

Even during bubble closure and isolation periods, teachers are responsible for recording pupil absence. The procedure for this is:

- Teachers (with support from TAs) to monitor Seesaw throughout the day
- If a child has not submitted any work or made contact via Seesaw each day, teacher to email office/contact SLT
- Office/SLT will carry out a safe and well check for the child (either via email or telephone call)

Monitoring quality of curriculum provision and progression

SLT and subject leaders continue to be responsible for the quality of teaching and learning for the subject they lead. All should actively monitor the quality and range of remote learning ensuring that it:

- Broadly mirrors what the in-school provision would be
- It is planned so there is progression for every child
- It adheres to the principles of Caldecote's Learning Tree and Teaching and Learning policy
- It adheres to the progression maps for each subject for each year group

WHOLE SCHOOL REMOTE LEARNING TIMETABLE (An example which will be adapted for each class)

Activities for each day are expected to take between 3 and 4 hours to complete

Week 1

	Session 1 (morning)	Session 2 (morning)	Session 3 (afternoon)	Additional activities always available
M	English (includes phonics/spellings, reading, writing, grammar & punctuation)	Maths (includes arithmetic, reasoning & times tables)	PE	Reading Athletics Timestables Rockstars Spellings/Phonics Homelearning menu
T	English	Maths	History	
W	English	Maths	Art / DT	
Th	English	Maths	Science	
F	English	Maths	Spanish (KS2) PE/ outdoor learning	

Week 2

	Session 1 (morning)	Session 2 (morning)	Session 3 (afternoon)	Additional activities always available
M	English (includes phonics/spellings, reading, writing, grammar & punctuation)	Maths (includes arithmetic, reasoning & times tables)	Geography	Reading Athletics Timestables Rockstars Spellings/Phonics Homelearning menu
T	English	Maths	Music	
W	English	Maths	RE	
Th	English	Maths	Computing	
F	English	Maths	PE/ outdoor learning	

ONLINE LEARNING RESOURCES

<https://web.seesaw.me/> Seesaw

<https://zoom.us/> Zoom

<https://ukhosted5.renlearn.co.uk/2233452/> AR reading for KS2

<https://login.mathletics.com/> Mathletics

<https://www.caldecoteprimaryschool.org.uk/page/?title=Classes&pid=16> School website, class pages

www.thenational.academy Oak National Academy

<https://trockstars.com/> Timestables Rockstars

<https://www.bbc.co.uk/bitesize/primary> BBC Bitesize