

**Parkinson Lane Community Primary School**  
**Curriculum & Community Policies**  
**Remote Learning Policy**

Rationale

In the event of a school closure, Parkinson Lane CPS is committed to providing continuity of education to its students, via a blended learning approach, and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence. Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This policy is under continual review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness, for example.

Remote learning for individual students

Assuming an absence has been agreed with the school in relation to COVID 19, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's teacher, Key stage leader and a member of senior management.

The student's teachers will use a range of approaches to make work available to the student including printed work packs and a range of subject specific work made available on the school's various digital learning platforms including: Purple Mash, Education City, TT Rockstars and Google Classroom. All work and directed activities should be devised in through collaboration with teachers from the same year group and approved by Key Stage managers before being sent out to students. Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be via phone calls once per week.

If a significant number of students are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

a) Regular direct instruction from teachers, via phone calls, email and online blogs (shared via school website) with the ability of students to ask questions online (via Google classroom and Purple Mash/2Email).

- b) The setting of work that students complete, written responses (if relevant) completed electronically and where possible via printed worksheets which have previously been sent out.
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

Any disadvantaged children who do not have access to digital devices or internet access, will be provided with an appropriate digital device and dongle via the local authority. School recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education are:

- Purple Mash
- Education City
- Google classroom

Access to these platforms is via a student's personalised, school login; if students have difficulty with logging in, they should contact the school via telephone or email and the school will provide relevant IT support to resolve the issue. The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. For shorter closures, for example, teachers may set work online for submission in person once the school has reopened.

For longer closures, teachers would make more use of live sessions and pre-recorded video lessons. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

#### The setting of remote learning tasks

Subject areas will provide work broadly in line with students' timetables which children will be provided with and will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind.

#### Live sessions

Academic subject areas may also arrange for teaching teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions.

Microsoft Teams/onedrive and google meet are platforms that allow for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with details sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet.

Online teaching should follow the same principles as set out in out in the school code of conduct. Parkinson Lane CPS will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.

- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

### Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
- Using the "Comments" function on online documents on google classroom
- Sending a direct email (via Purple mash) to students with specific feedback / targets

Additional functionality is available via the school's other online learning platforms such as Purple Mash and Education City.

### Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions or accessing pre-recorded lessons (if required), completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from their teacher) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Purple Mash, then they should submit their tasks so teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant class teacher.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. School has provided children in Key Stage 1 and Key Stage 2 with relevant study guides and learning aids to support their education at home.

### Expectations of teachers (and subject areas)

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the school ICT technician.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the

setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, heads of Key Stage are overseeing the nature and frequency of tasks set within specific year groups. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home. Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with the senior management team and headteacher.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal and recorded in CoreHR with back to work discussions conducted remotely if required.

Teachers are expected to:

- Plan and deliver 'live sessions' or Pre-recorded sessions where appropriate in consultation with Key Stage managers.
- Respond to reasonable amounts of communication from students, parents and teachers
- Plan and set tasks for their students
- Be able to set and mark assessed work promptly, in line with school and subject area policies.
- Teachers should be available to contact parents if needed, by email or phone devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available such as interactive websites and support activities, and point pupils and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure (for example specialist training on Google Classroom). Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers. The professional development pages in Google classroom are a useful source of training.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using school email addresses only (both teachers and student)
- Microsoft Teams
- Google classroom (docs/sheets etc.)

#### Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the school SENCO.

Teachers will continue to ensure that children with SEND and other learning needs are supported

through regular weekly dialogue via phone calls to parents to monitor progress and support learning with their specific targets. Teachers will continue to use CPOMS to log all calls made to parents.

#### Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, teachers (under the guidance of school leadership and DSL) should check in regularly with their students to monitor both academic progress and their general wellbeing. Teachers will be expected to log conversations on CPOMS and contact the schools DSL if they have any concerns.

#### Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

School contact with parents and carers during a school closure will incorporate reinforcing to parents, via correspondence, the importance of children staying safe online. It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

School will continue emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on. School will provide the following resources parents/carers with further guidance by directing them to the following sites:

Use these resources to support parents and carers to keep their children safe online:

- [support for parents and carers to keep children safe online](#), which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on [staying safe online](#) which includes information on security and privacy settings
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

All children at school are currently taught about E-Safety at an age appropriate level and are encourage to follow the School's: SMART approach to staying safe online (see below). These messages are reinforced throughout the year and should continue to be recapped during the event of a school closure.



School will continue to follow the guidance outlined in the [data protection: toolkit for schools](#) when managing personal data and will consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

Reporting concerns

School will continue to communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns, including bullying and online abuse, in relation to remote online education.

Any questions or concerns about online safeguarding should continue to be raised to the Designated Safeguarding Lead

For whole school policy on safeguarding, please see whole school safeguarding policy: 2020-21 ([Click here](#))

Passed by Curriculum group/leader ...Tom Wood.....

Date recommended by committee: 2/11/2020

Date approved by FGB: 23/11/2020

Signed .....  
Chair of Governors