Moss Valley Primary Academy

Remote Learning

School ethos and values We pride ourselves on being a school at the heart of our community with a clear ethos of excellence and nurture. We have four clear values and through these we grow as individuals and as a school community.

These values are:
- Respect
- Resilience
- Hard work
- Independence

These core values underpin our policies, procedures and the way we treat one another in our community.

Statement of Intent

During the period of time that schools are operating in a way that is different to preCOVID-19 we will make certain adjustments to policies and procedures. Any adjustments will be made will have these key principles:-
- Reduce the risk posed to all members of the school community due to COVID-19
- Focus on staff and students well-being
- Maintain a strong focus on consistently high teaching and learning inside and outside of the classroom
- Children are not disadvantaged by experience, opportunity or resource
- Commitment to embedding the 7 core values of the school

This policy has been reviewed and aligned to the whole school response to COVID-19

Aims
This policy is to ensure the ongoing education of Moss Valley's children under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness, epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open. It should be noted that paper based learning packs will be given to all children and weekly welfare calls will take place for each child and progress with these packs will be checked. We are aware that for some families home technology is limited and school will manage this on an individual basis.

This blended learning policy for staff aims to:
- Ensure consistency in the approach to remote learning for children who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

We would expect that many of the steps below should already be in place for most staff at Moss Valley. We would expect that there will be future benefits to putting these plans into place.

Moss Valley will be proactive in ensuring that:

- Staff have access to SeeSaw, Google Classroom & EvidenceMe
- Children can access SeeSaw and Google Classroom with their personalised logins and that using these platforms is taught in computer lessons
- Staff are familiar with the main functions of SeeSaw
- Staff are confident in hosting Zoom or MS Team lessons and/or meetings
- All classrooms have a webcam and microphone
- Parents and children are made aware in advance of the arrangements in place for the continuity of education

Roles and Responsibilities

Teachers

In as far as is possible we will attempt to replicate the timetable that children follow through the course of a normal school day. When providing remote learning, teachers must be available between 08:30 and 15:30. This may occur whilst the teacher is in school or at home in self-isolation, unless unable to provide learning. If teachers 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.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- Online learning operates on a very different dynamic.
- Some subjects and activities do not lend themselves well to remote learning.

Staff should ensure that they:
- Have received appropriate training.
- That their computer-based teaching resources are available outside of school
- That they have access to key resources not available online at home e.g Power Maths books.
- That they have access to a suitable device for home use.

When providing remote learning, teachers are responsible for:

Setting work
- Work should be set for the class they teach.

• The amount of work set should be equivalent to 2 hours for Nursery and Reception children, 3 hours for Year 1 and Year 2 children and 4 hours for Year 5 and Year 6 children.

• The work should be available as of 8am on the Monday of each week.

• All work needs to be uploaded to SeeSaw.

• Adequate training will be given to all teachers, but in the Phase Lead is responsible for setting work if teachers are unable to.

• The Phase Lead is responsible for coordinating with their team in making sure work set is following schools learning policy and supporting children who are unable to access remote learning.

Providing feedback on work

• Teachers can give feedback in variety of methods that best suit the teacher and the student and should be in-line with the schools feedback policy.

• Feedback can be shared via SeeSaw

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

• Teachers should aim to respond to electronic messages from children within 24 hours and from parents within 48 hours. Teachers are not required to answer messages outside of working hours.

• Teachers will make contact with each child in their class once per week in the event of selfisolation / bubble closure.

• Any complaints or concerns shared by students or parents should be handled in the appropriate manner and passed to Phase Leads if further concerns are raised. – For any safeguarding concerns see the section below.

• Any behavioural issues should be dealt with following the schools behaviour policy.

Attending virtual lessons and meetings with staff, parents and children

• The schools policy on dress code should be followed.

• Make sure the locations is quite and nothing inappropriate is in the background.

• The teacher is under no obligation to be seen by students or parents.

• Any lessons instructed over Zoom or MD Teams is to be recorded to allow students to watch the lesson again.

Learning Support Assistants

When assisting with remote learning, Learning Support Assistants must be available between 08:30 and 15:30. This may occur whilst the Learning Support Assistants is in school or at home in self-isolation, unless unable to provide learning due to sickness.

If they're 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 assisting with remote learning, LSAs are responsible for:
Supporting pupils who aren't in school with learning remotely:

• LSAs to help support those children identified with SEN (Either by Mrs Lewis, Phase Lead or Class Teacher

• Support can be given in a variety of formats, which could include telephone calls, electronic messages on learning apps (Seesaw) and supporting in MS Teams/Zoom lessons by creating 'breakout' rooms for just the LSA and the child.

Attending virtual meetings with teachers, parents and children:

• The schools policy on dress code should be followed.

• Make sure the locations is quite and nothing inappropriate is in the background.

• The LSA is under no obligation to be seen by students or parents.

Subject Leads

Alongside their teaching responsibilities, subject leads 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 consistently.

• Working with other subject leads 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.

• Quality assurance of work set for independent learning tasks.

• Quality assurance of quality of online teaching in live lessons.

• Monitoring the remote work set by teachers in their subject – explain how they'll 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.

Senior Leads

Alongside any teaching responsibilities, senior leads are responsible for:

• Co-ordinating the remote learning approach across the school.

• Monitoring the effectiveness of remote learning; using staff meetings and giving professional development time.

• Quality assurance of provision provided across classes/subjects.

• Quality assure the quality of teaching and learning.

• Ensuring staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.

• Ensuring children have access to a suitable device in the event of closure and if not look to supply them with one especially if disadvantaged child during the closure period.

• Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

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 LSAs.

• 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. o Be respectful when making any complaints or concerns known to staff.

Governing board

The governing board is responsible for:

• Monitoring the schools 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.

For safeguarding concerns please refer to the school's safeguarding policy.

Who to contact

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

• Issues in setting work – talk to the relevant subject lead or SENCO.

• Issues with behaviour – talk to the Phase Lead or Headteacher .

• Issues with IT – talk to RM.

• Issues with their own workload or wellbeing – talk to the Headteacher.

• Concerns about data protection – talk to the data protection officer (HK).

• Concerns about safeguarding – talk to the DSL or Deputy (DN, KP/SL).

Data Protection

Accessing personal data

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

• Make sure they know how they can access the data, such as on a secure cloud service or a server in your IT network

• Know which devices they should use to access the data e.g. school provided laptop or iPad. Staff should not be using their personal devices

Processing personal data

Staff members may need to collect and/or share personal data such as parent email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't 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:

• Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).

• Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.

• 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.

SAFEGUARDING

Please refer to all safeguarding policies.

Links to other polices

This policy is linked to our:

• Behaviour policy

• Subject Curriculum policies

• Safeguarding policies

• Data protection policies

• Teaching and Learning policies

• Home Learning – A Guide for Parents