

Greenway Primary
& Nursery School



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Remote Learning Policy

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1. Introduction

In determining what is appropriate by way of our remote learning offer we have taken account of our Vision at Greenway in which we wish to provide a safe, positive, stimulating and happy environment where children thrive and are curious to learn and of the 5 Golden Values that underpin all that we do at Greenway.

In these challenging times we understand that our families and staff may be facing very difficult circumstances organising work and caring responsibilities as well as supporting their child/ren with remote learning. We have taken into account available research as to what is appropriate for high quality accessible remote learning including research undertaken by the Education Endowment Foundation.

We encourage parents to use all resources made available by the school in supporting their children with their remote learning and in particular the strategies for promoting positive behaviour that may be found in the school's Behaviour Policy at Annex B and the school's Positive Behaviour Hints and Tips see: [USEFUL-STRATEGIES-FOR-.pdf \(greenway.herts.sch.uk\)](https://www.greenway.herts.sch.uk/USEFUL-STRATEGIES-FOR-.pdf)

2. Aims

This Remote Learning Policy aims to:

- › Ensure consistency in the school's approach to remote learning in circumstances where a child is unable to attend school as a result of a positive test for Covid-19; or where a child is self-isolating; or where a period of school closure has been enforced.
- › Set out expectations for all members of the school community with regards to remote learning.
- › Provide appropriate guidelines for data protection.
- › Compliment the school's Home Learning Policy

3. Roles and responsibilities

3.1 Teachers

Teachers ideally are available Monday-Friday during usual working hours, but this is primarily directed by their own personal family circumstances/situation during the current Covid-19 crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they are unable to work for any reason during a period of enforced school closure, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

If teachers are teaching in school and a child is unable to attend school as a result of a positive test for Covid-19 or needs to self isolate there is an acknowledgement that the school will provide support to those children to learn from home if they are well enough to do so and that the Government requires this to be equivalent in length to the core teaching pupils would receive in school. Teachers will adapt the child's typical timetable to

enable them to access learning from home. However, there needs to be an understanding that the teacher may have had little or no notice of the child's absence from school and will in any event be teaching the remainder of the class. As such work may not be set on the first day of absence. On subsequent days of absence remote learning will be provided via Google Classrooms by 6pm, unless otherwise communicated with parents due to teachers commitments after school.

Where remote learning protocols have been instituted in circumstances where a period of school closure has been enforced, teachers are responsible for:

➤ Setting work:

- Teachers set remote learning via Google Classroom by 6pm on the day before the work is due to be completed unless they have been advised that a pupil does not have access to Google Classroom in which case alternative resources are provided to the pupil;
- Teachers and Teaching Assistants meet and greet their class twice a week via Google Meet (Monday and Friday);
- Class teachers provide approximately four activities per day comprising a minimum of 3 hours work as required by Government for Early Years and Key Stage 1 and 4 hours for Key Stage 2;
- Activities include one Reading, one Writing, one Maths and one theme activity per day;
- Work is appropriately differentiated to meet the needs of all children within the class;
- Instructions contain enough detail for the pupil to be relatively independent (age dependent). Teachers do not assume that a home has access to a printer to print anything;
- Teachers schedule work daily and monitor their class engagement. The Headteacher (Mrs Ellwood) and INCO (Ms Roe) have access to all Google Classroom to monitor engagement; activities set and ensure a consistent approach;
- Teachers mark Writing and Maths where appropriate, and acknowledge theme work;
- Marking: Maths and Writing are normally marked daily followed by a next step where appropriate (eg Add the conjunction 'because' in your next piece of writing or practise spelling the word....) The theme activity is acknowledged with a general comment.

➤ Responding as appropriate to parents:

- No regular contact with parents is expected;
The remote learning package that is offered at Greenway invites parents to submit their child's work daily by 3pm in order to receive feedback/acknowledgment. If the deadline is not met, the work may not be marked for the following day;
- Teachers should never share their personal contact details (e.g., phone number or private email address) with parents;
- ⇌ If a teacher receives an email from a parent with a query or concern, then that email is either dealt with by the teacher or sent to the Senior Leadership Team. On some occasions a member of the Senior Leadership Team will respond directly to the parent;
- Teachers are not expected to look at emails or reply to parents/staff over the weekend.

➤ Attending virtual meetings with colleagues:

- Teachers take part in virtual or online meetings with pupils (parents will need to be present to access this due to Safeguarding protocols) using Google Meet in scheduled 'class meet and greet' sessions;
- Teachers take part in virtual or online meetings with colleagues via Zoom or Google Classroom using their work account;
- A weekly Senior Leadership Team meeting will take place via Zoom;
- A weekly staff meeting will take place via Zoom;

➤ Making contact with parents or pupils (usually by email or Google Classroom) as part of the school's planned contact:

- This is as detailed within the school's Child Protection Policy.

3.2 Teaching Assistants

Teaching Assistants ideally are available Monday-Friday during usual working hours, but this is primarily directed by their own personal family circumstances/situation during the current Covid-19 crisis. Underpinning this approach is an understanding for flexibility as to when Teaching Assistants can be available. If they are unable to work for any reason during a period of enforced school closure, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Where remote learning protocols have been instituted in circumstances where a period of school closure has been enforced, Teaching Assistants are expected to:

- › Liaise with the Headteacher and Senior Leadership Team around whether they are required to provide support with critical worker/vulnerable children provision in school;
- › Deliver work planned by the class teachers to the critical worker/vulnerable children that are attending the school during lockdown;
- › Co-ordinate with their class teacher, their working hours for the day and work through a timetable given by their class teacher of their daily tasks;
- › Attend whole school staff meetings;
- › Undertake remote and/or online CPD training;
- › Attend virtual meetings with colleagues;
- › Take part in 'class meet and greet' meetings with their class teacher and class on Google Meet (Monday and Friday);
- › Use Google Classroom to respond to pupils work;
- › Plan for specific groups or children in their class and email it to the class teacher to approve.

3.3 Subject Leads

Alongside their teaching responsibilities, as outlined above, Subject Leads may:

- › Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- › Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;
- › Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and activities are being set at an appropriate distance away from each other;
- › Monitor the 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;
- › Alert teachers to resources they can use to teach their subject.

3.4 Inclusion Coordinator (INCO)

The INCO is responsible for coordinating provision for pupils with SEND across the school as set out within the school's Special Educational Needs Policy. During a period of enforced school closure, the INCO will continue to:

- Monitor vulnerable families and make weekly/regular well-being telephone calls and/or send emails;
- Organise and arrange food parcels for vulnerable families and/or liaise with the school office about food vouchers for Free School Meals;
- Lead on liaison with SEND pupils at home and their families;
- Ensure completion of necessary SEND paperwork and/or applications;
- Use Google Classroom to monitor SEND daily activities, engagement and differentiation;
- Support staff with set activities;
- Ensure that a pupil is accessing remote learning where that child is self-isolating.

3.5 Senior Leadership Team

Alongside any teaching responsibilities senior leaders are responsible for:

- Coordinating the remote learning approach across the school;
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;
- Overseeing the ongoing wellbeing and CPD of all staff;
- Monitoring and liaising with class teachers and parents when a differentiated response to remote learning is required.

3.6 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's Child Protection Policy.

3.7 Pupils and parents

In circumstances where a period of school closure has been enforced staff can expect pupils to:

- Attend 'class meet and greet' scheduled sessions via Google Meet, on Monday and Friday each week
- Try their best to complete at least some of the activities provided on a daily (weekday) basis;
- Do some reading (or listen to some reading) every day;
- Use their Maths and Spelling home learning books to record their learning
- Seek help if they need it from adult(s) at home;
- Have fun.

In circumstances where a period of school closure has been enforced staff can expect parents to:

- Advise the school should they be unable to access Google Classroom;
- Be present for their child to attend 'class meet and greet' scheduled sessions via Google Meet on Monday and Friday.
- Support their child to access Google Classroom to provide their child with the remote learning set work;
- Upload their child's work daily by 3pm to Google Classroom to receive feedback;
- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc;
- Seek help from the school if they need it;
- Be respectful when making any complaints or concerns.

In circumstances where a child is unable to attend school as a result of a positive test for Covid-19 or needs to self isolate staff can expect pupils to

- Try their best to complete at least some of the activities provided on a daily (weekday) basis;
- Do some reading (or listen to some reading) every day;
- Use their Maths and Spelling home learning books to record their learning
- Seek help if they need it from adult(s) at home;
- Have fun.

In circumstances where a child is unable to attend school as a result of a positive test for Covid-19 or needs to self isolate staff can expect parents to

- Advise the school of their child's absence as soon as possible
- Advise the school should they be unable to access Google Classroom;
- Support their child to access Google Classroom to provide their child with the remote learning set work;
- Upload their child's work daily by 3pm to Google Classroom to receive feedback;

- › Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc;
- › Seek help from the school if they need it;
- › Be respectful when making any complaints or concerns.

3.8 Governing Body

The Governing Body is responsible, including as advised by the Department for Education (DfE), for:

- › Supporting staff and pupil wellbeing;
- › Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only;
- › Keeping monitoring to a minimum by focussing on safeguarding, health and safety, headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils;
- › Directing any approaches by parents made to them directly or indirectly to the school via email to **admin@greenway.herts.sch.uk**
- › Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals:

Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met.

Complaints - the DfE has updated their guidance for school's complaints policies to provide that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until school has reopened.

4. Who to contact

If **staff** have any questions or concerns, they should contact the following individuals:

- › Issues in setting work – contact the Subject Lead, Key Stage Lead, INCO or Headteacher
- › Issues with behaviour – contact the INCO or Headteacher
- › Issues with IT – contact the Headteacher or contact Alistair Eld at Intern on alistair.eld@internit.co.uk or log a job on the HfL ICT Service Desk (<https://support.hertsforlearning.co.uk>)
- › Issues with their own workload or wellbeing – contact the line manager or Headteacher
- › Concerns about data protection – contact the Headteacher who will liaise with the data protection officer
- › Concerns about safeguarding – contact the DSL or DDSLs as set out within the school's Child Protection Policy

If **parents** have any concerns above and beyond the acknowledgement of work by the class teacher then they should contact the Headteacher or a member of her SLT at school via **admin@greenway.herts.sch.uk**

5. Data protection

5.1 Accessing personal data

When accessing personal data, all staff members:

- › Only use their official school email account and never use personal messaging systems;
- Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises.

5.2 Sharing personal data

Staff members are unlikely to need to collect and/or share personal data.

However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online.

5.3 Keeping devices secure

All staff members take appropriate steps to ensure their devices (which have antivirus and anti-spyware software installed) 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;
- Keeping operating systems up to date – always install the latest updates;

6. Safeguarding

Reference should be made to the school's Safeguarding and Child Protection policies.

7. Monitoring arrangements

This policy is reviewed at least annually by the Headteacher. At every review, it will be approved by the Governing Body.

8. Links with other policies

This policy is linked to the school's following policies:

- Behaviour Policy and in particular Annex B (Useful Strategies for Promoting Positive Behaviours)
- Child Protection Policy
- Data protection policy and privacy notices
- Home Learning Policy
- ICT and Acceptable Use Policy
- Safeguarding Policy

APPENDIX: links to professional guidance, advice and support

Learning Resources

Oak National Academy

[Home - Oak National Academy \(thenational.academy\)](https://www.thenational.academy/)

BBC Bitesize

[Home - BBC Bitesize](https://www.bbc.com/bitesize)

Safeguarding/Online Safety Resources

Childline - for support

UK Safer Internet Centre - to report and remove harmful online content

CEOP - for advice on making a report about online abuse

[Internet matters](#) - for support for parents and carers to keep their children safe online

[London Grid for Learning](#) - for support for parents and carers to keep their children safe online

[Net-aware](#) - for support for parents and careers from the NSPCC

[Parent info](#) - for support for parents and carers to keep their children safe online

[Thinkuknow](#) - for advice from the National Crime Agency to stay safe online

[UK Safer Internet Centre](#) - advice for parents and carers

Safeguarding and remote education during coronavirus (UK Government)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Restricting attendance during the National lockdown (January 2021 (UK Government)

[Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](#)

Distance teaching and learning for primary teachers

<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers>

Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

Ofsted what works well in remote education

<https://www.gov.uk/government/news/ofsted-publishes-short-guide-to-what-works-well-in-remote-education>

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education>