

# Remote Education Plan

Caedmon Community Primary School



Approved by:

Date:

Last reviewed on:

Next review due by:

## Remote Education Plan

This document sets out our approach to curriculum delivery and implementation of remote education should the following scenarios occur:

- A small number of pupils need to self-isolate
- A class or year group need to isolate
- A local lockdown requiring all pupils and staff to remain at home

Through this plan we aim to (these can be adapted to suit each school context):

- Maintain high levels of communication and contact with pupils and their families.
- Continue to support the mental health and well being of the whole school community.
- Set tasks so that pupils have meaningful work each day in different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Deliver a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

The plan sets out the following:

1. **Roles and Responsibilities**
2. **Practical Steps**
3. **Contacts**
4. **Data Protection**
5. **Monitoring and Review**
6. **Links with other Policies**

Class pages on the school website will be used as our online delivery tool at [www.caedmonprimary.org](http://www.caedmonprimary.org)

# 1. Roles and Responsibilities

## Teachers

When providing remote learning, teachers are responsible for:

### **Setting work (children who are isolating)**

- Class teachers are responsible for setting work for the class they teach. This includes PPA teachers who will provide work for the days/times they teach
- Teachers need to set tasks which equates to 4 hours of work per day
- Tasks are planned each day for English, maths, reading, spelling and handwriting, a daily wellbeing activity and 1 non-core subject each day
- EYFS teachers need to include a daily English and maths task, handwriting, reading, a daily wellbeing task and a tasks from one of the specific areas of learning
- Work packs will be produced for individual children who are isolating. Each work pack contains enough work for the days they will be isolating
- Packs need to be printed out and given to the school office by 3pm on the day they are requested. Packs will be posted out or hand delivered to families
- All packs must contain a weekly timetable (see appendix 1). Each task must be printed on a separate piece of paper and have the title of the subject and then the task number e.g. English Task 1, Maths Task 1 etc. Each task must have a set of instructions and a worksheet to complete the task on (if relevant)
- All teachers to use the CLPE units for English tasks and White Rose planning and resources for maths tasks.
- Non-core tasks will follow what will be happening in school
- Children with SEN should be planned for in the same way as a normal lesson. They may need additional resources or access to a different year groups tasks

### **Setting work (whole class need to isolate)**

- Class teachers are responsible for setting work for the class they teach. This includes PPA teachers who will provide work for the days/times they teach
- Teachers need to set tasks which equates to 4 hours of work per day
- Tasks are planned each day for English, maths, reading, spelling and handwriting, a daily wellbeing activity and 1 non-core subject each day
- EYFS teachers need to include a daily English and maths task, handwriting, reading, a daily wellbeing task and a tasks from one of the specific areas of learning
- Tasks will be sent out in paper version for each day
- A timetable will be uploaded to the class page
- A video of the class teacher explaining English tasks will be linked to each daily task as appropriate
- English tasks will be planned following the class teacher's usual planning for the week
- Maths tasks will be planned in the same format as normal. White Rose and Power Maths resources can be used. The class teacher will upload an accompanying video to each task explaining what needs to be done
- All other daily tasks will be clearly identifiable in the home learning pack
- All tasks and worksheets will be posted out or hand delivered to all families
- All packs must contain a weekly timetable (see appendix 1). Each task must be printed on a separate piece of paper and have the title of the subject and then the task number e.g. English Task 1, Maths Task 1 etc. Each task must have a set of instructions and a worksheet to complete the task on (if relevant)
- All teachers to use the CLPE units for English tasks and White Rose planning and resources for maths tasks replicating current classroom practice
- Children with SEN should be planned for in the same way as a normal lesson. They may need additional resources or access to a different year groups tasks

Providing feedback on work –:

- All classes will have their own email account. Parents will be sent a copy of the email address to allow them to communicate with their child's class teacher
- Parents will be encouraged to take a photo of their child's work and email it to the class email address
- Teachers will check each child's work daily and provide them with appropriate feedback (in line with the school marking policy)

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

- Teachers will be expected to contact any children / parents who have not engaged with the home learning by the end of the first week of isolation to offer support
- Teachers will only be expected to reply to emails during the usual school operating hours (8:45 – 4:00)
- Any complaints or concerns should be raised with a senior member of staff (Head Teacher or Deputy Head Teacher)
- If parents raise concerns regarding their child struggling to complete the work or not understanding a certain element of a task, a one to one phone call may be required

## Teaching Assistants

When assisting with remote learning, teaching assistants are responsible for:

- Tasks directed by the class teacher

## 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 consistent
- 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
- Supporting teachers and monitoring remote learning for their subject area
- Alerting teachers to resources they can use to teach their subject remotely
- Provide any training for staff/pupils in delivering the curriculum remotely

## Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school – this is the responsibility of the Deputy Headteacher

Monitoring the effectiveness of remote learning – this will be done via feedback from class teachers and discussions in SLT meetings

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

## Designated Safeguarding Lead

The DSL is responsible for:

Any safeguarding issues which may arise when children are accessing learning from home

## IT issues

The admin staff are responsible for:

Fixing issues with systems used to set and collect work

Helping staff and parents 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

## Pupils and Parents

Staff can expect pupils learning remotely to:

Be contactable during the school day

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

Return completed work to school following period of self-isolation if internet not available at home for submitting work via email

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 – if you know of any resources staff should point parents towards if they're struggling, include those here

Be respectful when making any complaints or concerns known to staff

## Governors

Governors are 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

## 2. Practical Steps

Scenario	Actions
A small number of pupils are isolating	<ul style="list-style-type: none"><li data-bbox="651 2011 1294 2040">• Admin team contact the family for regular updates</li><li data-bbox="651 2042 1465 2101">• Class teacher sends home learning pack containing the relevant amount of tasks to the school office</li><li data-bbox="651 2103 1235 2132">• School office to send out home learning pack</li></ul>

	<ul style="list-style-type: none"> <li>Families to be given class email address in case of any issues and to send a copy of any work completed</li> <li>Class teacher to ensure any child with SEND is provided with appropriate adjustments to their work</li> </ul>
A whole class or year group is isolating	<ul style="list-style-type: none"> <li>Class teacher to upload timetable to the class page of the website</li> <li>Class teacher to provide tasks in a paper version to send home as learning pack</li> <li>Class teacher to upload daily videos for English and maths. These need to be clearly linked to the relevant task</li> <li>Admin team to co-ordinate sending out packs to families</li> <li>Class teacher to ensure they are in regular contact with each child in the class via the class email address and phone calls if necessary</li> </ul>
A whole class is isolating and the class teacher has symptoms	<ul style="list-style-type: none"> <li>The PPA teacher will take over the organisation of the home learning tasks and follow the above steps</li> <li>The HLTA will cover the PPA teacher's role in school</li> </ul>
If the whole school is isolating	Scenario 2 will be followed

### 3. Contacts

Issues in setting work – Subject lead or phase leader

Issues with behaviour – Head Teacher or Deputy Head Teacher

Issues with IT – Admin team

Issues with their own workload or wellbeing – Head Teacher or Deputy Head Teacher

Concerns about data protection – Business Manager

Concerns about safeguarding – Head Teacher or Deputy Head Teacher

### 4. Data Protection

#### Processing personal data

Staff members may need to collect and/or share personal data such as family 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.

If staff want to contact numerous families via email simultaneously, use of blind copy function is essential to ensure families personal email addresses aren't shared

#### 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

### 5. Monitoring Arrangements

This plan will be reviewed termly.

## 6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy