

Priorslee Academy

Remote Learning Offer

2020 - 2021



Priorslee Academy

Priorslee Academy proudly serves the children within the community and continuously strives to deliver the best possible educational opportunities no matter what barriers are placed in our path. We aim to ensure that all children continue to receive not only a broad and balanced curriculum but their full educational entitlement. Regardless of any lockdown measures put in place and physical barriers that challenge the normal delivery of education, our school will ensure that solutions are found during this ongoing pandemic.

Aims

This remote learning offer aims to ensure consistency in the approach to distance learning for pupils who are not in school and set out expectations for all members of the school community with regards to remote learning. The offer also provides appropriate guidelines for data protection and child protection.

Roles and responsibilities

It is vitally important to recognise that the school has outlined 3 Levels of Remote Learning which will require staff, pupils and parents to adopt different approaches for each situation, should they arise. A definition of each Level is given below.

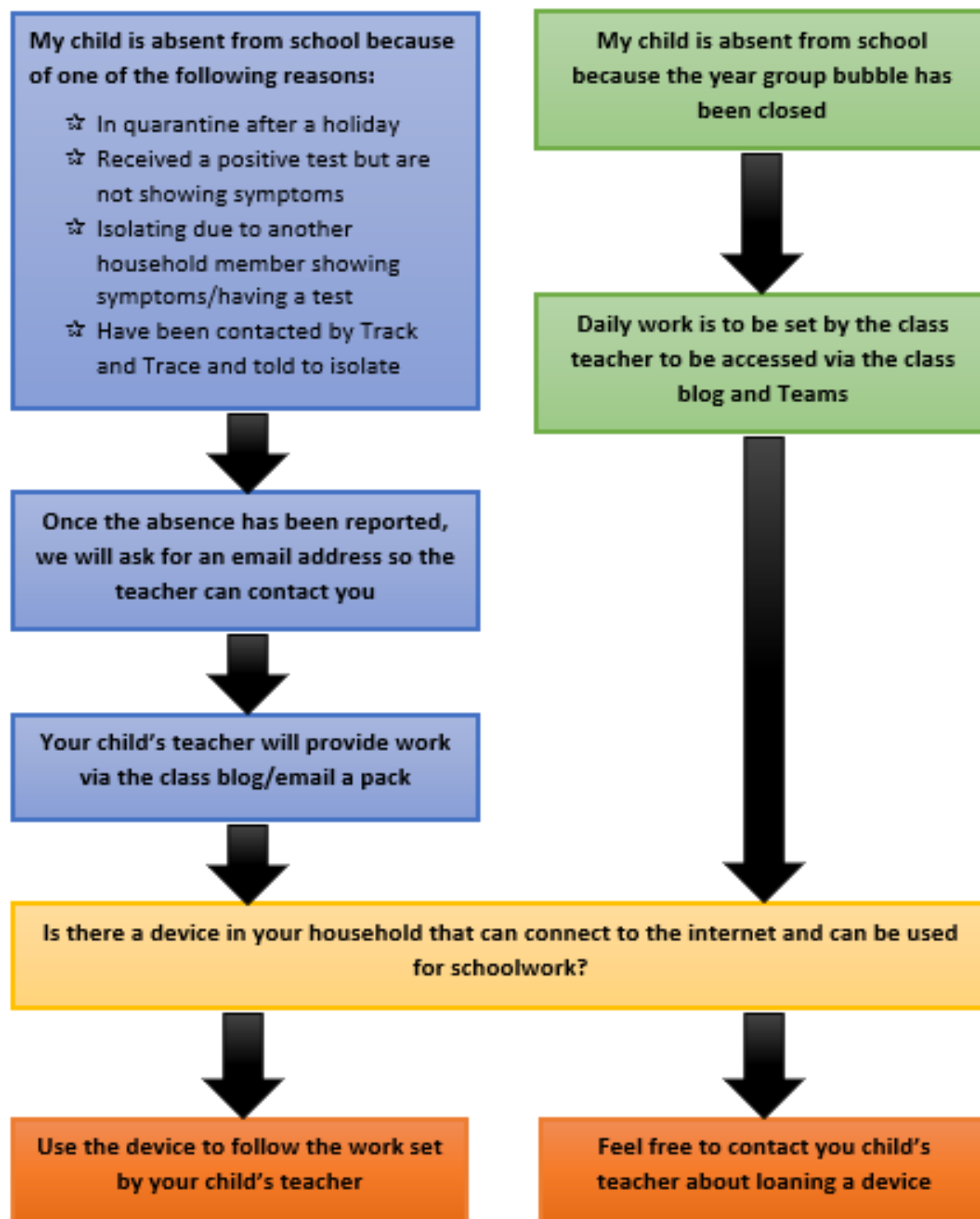
<u>Level 1</u> Self-Isolating or waiting for test result (up to 10 days)	<u>Level 2</u> Full Class closure or bubble Pop	<u>Level 3</u> National Lockdown - whole school closed
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The Head of School is the overriding lead in ensuring that the Remote Learning Offer is implemented fully and reviewed in a timely fashion.

Alongside this they will take overall responsibility for the welfare and safety of pupils through their DSL role.



Priorslee Academy's Remote Education Plan



Teachers

Each of Levels 1-3 have different requirements of the class teacher - their interactions and support will vary. In Level 1 class teachers are required to carry out their full-time teaching responsibilities, as well as support children with Remote Learning. As a school we need to be mindful and supportive of their workload, hence the reason they will provide minimal feedback in Level 1 cases and daily/weekly feedback in Level 2.

All remote learning must take place in line with the requirements set out in our main school policies.

The school will do its utmost to support staff in delivering effective remote learning opportunities to pupils. The school will engage proactively with and recognise the individual circumstances of each staff member to ensure they have the right support and approach that enables them to effectively deliver remote learning.

Staff will recognise that all family situations are unique and to that end so are our pupils' ages and abilities, needs and circumstances, as well as access to online resources either due to lack of hardware or lack of internet access.

The school will urge teaching staff to consider:

- **Making remote learning manageable:** not overwhelming parents with lots of activities, pages of tasks or things to print, just ask them to do what they can.
- **Remembering: parents aren't teachers:** not setting the same activities you'd expect pupils to complete in school - as in most cases they won't have the same level of adult support.
- **Adapting the usual timetable and curriculum:** trying to keep some routines to help structure the day at home, and so that parents know what to expect (e.g., suggesting that children do English and Maths activities in the morning and creative activities in the afternoon).
- **Setting work that pupils can do independently, with materials they're likely to have at home:** trying to set some activities that aren't always dependent on technology. This is particularly important for supporting children with SEND
- **Flexibility:** making it clear to parents that work and timetables are "suggested" and that pupils won't be in trouble if work isn't completed or handed in on time.
- **Their class's context and their needs:** if staff know there will be many children with siblings and all needing to access online resources this can be unmanageable.
- **Specific requirements of each Level:** Children and staff should not be expected to 'work/learn' when they are too ill to do so.

Levels

Level 1

Parents are asked to follow the elements outlined below.

Level 1 - Self Isolating or waiting for test result - up to 10 days.

Parents to contact class teacher via email for a pack of discrete work which focuses, . Parents are then asked to read the class pages on our website which outlines what is being covered in each term.

Teachers will offer some guidance and support through our blog and via email. Parents are asked to utilise the following:

Times Table Rock Stars

Spelling Shed

Purple Mash

Oak Academy - see link <https://classroom.thenational.academy>

White Rose Maths - for Maths <https://whiterosemaths.com/homelearning/>

Relevant Spellings/Home Learning which are already provided

***Please note Specific feedback may not be provided.**

Levels 2 and 3

In both Level 2 and 3 situations class teachers will provide a weekly timetable/overview of the activities that are being set for the following week by 8am on Monday. This will enable parents to have an overview of each day and what to expect.

Level 2 -

Full class Closure/Bubble Pop

In the event of whole class self-isolation - including staff, the following will be provided either by the class teacher or cover (HLTA).

We will set at least 3 hours of work for EYFS/Key Stage One pupils and 4 hours for Key Stage Two pupils via the class blog. The class teacher should provide pupils with an outline of the day - with tasks focussed on: English (reading, phonics, writing) and Maths followed by an additional non-core subject activity task.

Children with SEND should have access to work or appropriate support in order for them to be able to learn remotely

Some feedback will be provided to written work that has been submitted and self-marking will also be adopted where appropriate via the blog/emails.

Purple Mash, Spelling Shed, TTRS etc. may be used. White Rose Maths and the Oak Academy may also be used when appropriate.

PowerPoints containing voice-notes or video instructions from Year Group teachers will be used for English and Reading lessons.

Fortnightly parent and pupil Virtual Drop Ins will allow parents and staff to catch up in a private face to face session.

At least three weekly TEAMS 'Team Time' sessions will be led by a member of staff for any children accessing remote learning.

Contact will be expected at least weekly between pupils and staff via the class blog. Welfare emails, texts and phone calls may take place where appropriate.

Level 3 - National Lockdown - Whole School Closed

In the event of a whole school closure the following will be provided by the class teacher - unless they are unwell. A HLTA/senior leader may cover the teacher if necessary.

We will set at least 3 hours of work for EYFS/Key Stage One pupils and 4 hours for Key Stage Two pupils via the class blog. The class teacher should provide pupils with an outline of the day - with tasks focussed on: English (reading, phonics, writing) and Maths followed by an additional non-core subject activity task.

Children with SEND should have access to work or appropriate support in order for them to be able to learn remotely

Some feedback will be provided to written work that has been submitted and self-marking will also be adopted where appropriate via the blog/emails.

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Contact will be expected at least weekly between pupils and staff via the class blog. Welfare emails, texts and phone calls may take place where appropriate.

Vulnerable pupils will be contacted at least once per week if they are not attending school full time.

Additional calls from SLT may be made. Whole school activities maybe added into the weekly schedule such as assemblies, quizzes and story telling sessions from a range of staff members.

Additional sessions maybe provided by other teachers such as music sessions, sporting activities.

When providing remote learning Level 2 & 3, teachers will be available between 9am and 3pm.

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 and provide any relevant planning/links for virtual learning to the other members of their year group team.

When providing remote learning, teachers are expected to:

- Ensure that all school policies are followed throughout all interactions with pupils and record any concerns using the schools safeguarding procedures.
- Remain vigilant to the safety and welfare of pupils who are not in school and who are part of remote learning and inform DSL of any concerns in line with normal procedures.
- Set work and provide pupils with an outline of the day setting 3 or 4 hours of work per day, depending upon their Key Stage. Tasks will be focused on English (reading, phonics in EYFS and Key Stage One, writing) and Maths ,followed by an additional non-core subject activity task.
- Utilise pre-existing resources such as - Times Tables Rock Stars, Spelling Shed, Purple Mash, White Rose Maths, Athletics, Oak Academy and provide a mixture of online and offline activities
- Co-ordinate with other teachers, including those teaching in school if applicable, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Offer a school device with a loan agreement if a family has limited access
- Alert the Head of School if a family is having difficulty accessing the internet, or requires additional data
- Provide feedback on work that they receive - all work should be shared with the class teacher on the class blog or email for feedback between the hours set each day. Feedback will vary depending on the circumstances in which remote learning is occurring. Work sent to the teacher outside of this window may not have feedback.
- Keep in touch with pupils who aren't in school and their parents initially via the blog and emails
- Contact should be made through the School Cloud Parents Evening system on a fortnightly appointment system and more informally through email

- Contact and response should only be made within working hours - staff should not be answering emails/blog messages outside of working hours 8:30-4:30pm Monday to Friday.
- Concerns regarding behaviours should be shared with Key Stage Leaders

When attending virtual meetings with staff, parents and pupils:

- Dress code - should be professional and in line with Staff Code of Conduct.
- Locations - a neutral backdrop should be used if possible, other members of the household should not be present where possible.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 9am - 3pm.

All teaching assistants and apprentices are highly valued at Priorslee Academy. They are essential to our team and are treated equally to all teachers. It is recognised that they have in some cases less responsibility however, their value to the school is immense and as such their full presence during any lock down is vital. 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 in a Level 2 or 3 situation, teaching assistants may be asked to support:

- Attending virtual meetings with teachers, parents and pupils in line with the requirements above.
- Assisting with any other reasonable redeployment in the event of lockdown measures.

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.
- Monitoring the remote work set by teachers in their subject - Analysing samples of planning, which should be saved on the T-Drive.
- Alerting teachers to resources they can use to teach their subject remotely.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning - through:
- Regular feedback sessions with parents/pupils and regular staff meetings with teachers and subject leaders.
- Analysis of planning and inputs that are given to pupils via the blog.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that teachers are supporting children with SEND so that they have appropriate support to be able to learn remotely
- Supporting staff well-being.

Designated Safeguarding Lead

The DSL is responsible for all elements outlined in the Child Protection/Safeguarding Policy to ensure that the welfare of all pupils is paramount at all times. This will include:

- Ensuring staff are up to date with any relevant updates/training.
- Ensuring staff are reporting and responding to concerns regarding children's safety and welfare.
- Following up and analysing attendance of pupils - investigating non-attendance or lack of engagement.
- Ensuring staff are able to make contact with parents/pupils in a safe fashion.
- Liaising with external support providers - Family Connect and Early Help
- Meeting virtually with Deputy DSLs to discuss concerns and cases open to external services.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable via parents during the school day in case of emergencies- in the case of a Level 3 lock down teachers.
- Complete work to the deadline set by teachers.
- Publish/email their work at least once per week
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are not able to complete work via the blog or via email.

Staff can expect parents with children learning remotely to:

- Make school aware if their child is sick or otherwise can't complete work.
- Support their child with their learning.
- Send children's work to their child's class teacher within the time slot that has been given.
- Publish/email their child's work at least once per week
- Contact staff within working hours 8:30am - 4:30pm seeking help from school if required.

Advisors and Directors

Both boards are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains high quality.
- Supporting SLT and staff well-being.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Who to Contact?

- If staff have any questions or concerns about remote learning, they should contact the following individuals:
- Issues in setting work - talk to the relevant subject lead or Mrs Brewer SEND Lead.
- Issues with behaviour - talk to a member of the SLT.
- Issues with IT - talk to Mrs Cooper Head of School, Miss Hart Business Manager and or Miss Biddulph Computing Subject Lead.
- Issues with their own workload or wellbeing - talk to a member of the SLT.
- Concerns about data protection - Mrs Cooper Head of School or Miss Hart Business Manager.
- Concerns about safeguarding - Mrs Cooper, Miss Hart, Mr Tilley, Mrs Brewer or Mrs Richens.

Data Protection

Accessing Personal Data

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

- Liaise with the Mrs Cooper, Miss Hart, Mrs Brewer or a member of the admin team to send appropriate messages to parents regarding Remote Learning via Teacher2Parents
- Use a school email to contact parents individually
- Always use school supplied devices unless there is a malfunction.
- Use school software and online facilities.

Processing Personal Data

- Staff may need to collect and/or share personal data such as email addresses as part of remote learning
- As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.
- Staff are reminded to collect and/or share as little personal data as possible.

Keeping devices secure

All staff 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).
- Making sure the device locks if left inactive for a period of time. Not sharing the device among family or friends.
- Keeping operating systems up to date - always install the latest updates.

Safeguarding

Staff should adhere to the full requirements of the Safeguarding and Staff Code of Conduct Policies.

Staff should remain vigilant during periods of remote learning in the following ways:

- Children in Level 1 - office will carry out first day calling to see how children and family are and to record the return date and organise any relevant equipment or FSM lunch packages.
- Children in Level 2 - teacher will liaise with parent and ask to speak to child/see child on a weekly basis.
- Children in Level 3 - as well as any communication and interaction which is being logged for activity on the blog or correspondence via email, class teachers will undertake a fortnightly drop-in session in to talk to any members of the class- parents and pupils. They will contact any vulnerable children not in school once per week. Attend 'Team Talk' sessions available three times per week. SENCO/SLT will carry out additional check ins with vulnerable children and families.

Hard Copies or Device Loan Agreements

Parents will be able to request hard copies of remote learning if they are unable to access school online remote learning. A request for hard copies will need to be made by emailing the class teacher directly.

Technology will be offered first - enabling engagement in remote learning.

Office logins will also be created for each pupil, which will allow access to the Microsoft Office Suite via the internet.

Due to the time it takes to produce hard copies, a record will be made of those parents who do not collect the work set.

Monitoring Arrangements

This offer will be reviewed within the first month of a Level 3 Remote Learning lockdown, or within the first three months by the SLT.

Links with Other Policies

This offer is linked to our:

- Behaviour policy
- Child Protection Policy and coronavirus addendum to our child protection policy
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- Online and Acceptable Use Policies
- Online safety policy