



CLIFTON COMMUNITY PRIMARY SCHOOL

HOME LEARNING PLAN

'Enjoy and Achieve Together'

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils 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

2. Roles and responsibilities

Everyone within the school community has a responsibility to support the remote learning of children in our school community should they be required to learn from home. We will be relying on a collaborative approach to supporting children in these circumstances.

There are three potential reasons for children to have to work from home and these are:

- **Scenario A - Independent Learning** : A child has to go for a test and / or is waiting for a result. This will usually be for 48/72 hrs
- **Scenario B - Parallel Learning**: A child has to self isolate due to being a contact of a positive case. This will be for 14 days after the contact with the positive case.
- **Scenario C - Full Remote Learning**: A child has to self isolate due to being a positive case and bubble has to isolate.

The school will take a graduated approach to supporting children based upon the above scenarios.

2.1 Teachers

When providing remote learning, teachers must be available between their normal working hours. 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. Work will then be set by a member of the phase lead / SLT or a parallel teacher.

When providing remote learning, teachers are responsible for setting work in line with National Curriculum expectations. They should follow the agreed planning for each subject as closely as possible and ensure that there is appropriate curriculum coverage in line with the subject medium term plans.

If remote learning is required teachers will adapt teaching and learning to reflect outlined scenarios in the following way.

<p>Scenario A INDEPENDENT LEARNING - Child is symptomatic and waiting for a test</p>
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Academic Support:

- A4 sheet provided to parents / carers when picking up child detailing supporting websites / online assessments that can keep the child usefully learning whilst at home
- Work is independent and does not require any handing in of resources.

Feedback / Assessment:

- Work will not require feedback directly as it will feed directly into the assessment processes of the recovery curriculum.

Online Contact:

- There is no requirement to arrange online meetings with children at this point.
- If parents wish, their child can still participate in the normal sessions posted on seesaw.
- Parents are expected to inform the school of any test result at the earliest possible moment through any of the school communication channels
- Teachers are not expected to answering emails from parents and pupils instantly or outside normal working hours

Expectations:

- **Tasks are there to support parents, there is no expectation of completion.**
- **Parents are expected to inform the school of any test result at the earliest possible moment through any of the school communication channels**
- **Teachers are not expected to answering emails from parents and pupils instantly or outside normal working hours**

Scenario B

PARALLEL LEARNING - Child identified as a contact and is self isolating for 14 days

Academic Support:

- Weekly plan made available to parents and carers detailing specific lessons / activities that the child will need to engage in to support their learning.
- Work will be set that is parallel to the work that is taking place in school. Activities may mirror directly the work that is taking place in the classroom.
- These activities will cover the full range of the curriculum taking into account parents availability whilst working from home and access to resources.

Feedback / Assessment:

- Work may be set using online platforms e.g. seesaw that is required to be submitted and marked.
- Teachers will review tasks that need to be submitted and provide feedback.

Online Contact:

- Opportunity daily for 15min for the child to meet with either the teacher or TA to discuss the work that has been set and review any difficulties / challenges. This will be agreed and timetabled with the parent/ carer.

Expectations:

- **Engagement in online meeting daily during normal school hours**
- **Tasks / Activities provided should support learning for 2/3hrs per day**
- **Completion and submission of tasks set in all core subjects**
- **Teachers are not expected to answering emails from parents and pupils instantly or outside normal working hours**

Scenario C

REMOTE LEARNING - Bubble has been asked to isolate as a whole or the school is in a lockdown situation

Academic Support:

- Work will be set for the whole bubble that continues to teach the national curriculum as it would be in school.
- Weekly plan made available to parents and carers detailing specific lessons / activities that the child will need to engage in to support their learning.
- These activities will cover the full range of the curriculum taking into account parents availability whilst working from home and access to resources.
- Video / live lessons will scaffold learning more fully and provide clear direction and support.

Feedback / Assessment:

- Work will be set using online platforms such as seesaw that is required to be submitted and marked.
- Teachers will review tasks that need to be submitted and provide feedback.
- Activities such as online spelling tests etc will take place

Online Contact:

- Opportunity each day for up to 15min for the children to engage with either the teacher and/or TA to discuss the work that has been set and review any difficulties / challenges. This can take many formats including email/ voice message / feedback on seesaw/voice call.
- Children to take part in the normal online lessons through seesaw.

Expectations:

- Engagement in online meetings daily during normal school hours
- Engagement in online streamed lessons such as Spanish etc
- Appropriate behaviour during 'live' meetings
- Tasks / Activities provided should support learning for 3hrs per day Lower School /4 hours upper school
- Completion and submission of tasks set in all core subjects
- Collaborative working with other children online where appropriate.
- Teachers are not expected to answering emails from parents and pupils instantly or outside normal working hours

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during the normal timetabled hours. 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, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Supporting the teacher in setting up and monitoring online meetings
- Completing tasks assigned to them by the teacher during their working hours
 - Eg - reviewing work / assessments
 - Being responsible for monitoring messages from parents
 - Researching / creating content
 - Engaging in additional support for specific pupils to meet SEN / EHC needs

2.3 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
- Monitoring the remote work set by teachers in their subject by reviewing the curriculum delivery at the end of each half term to identify if key ideas have been covered.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Working with the ICT lead in co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
 - through regular meetings with teachers and subject leaders
 - reviewing work set
 - feedback from pupils and parents
 - Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, in relation to remote learning especially new and part time staff.
- New staff and supply teachers will receive school-based safeguarding and child protection training at induction.
- Decide upon the appropriate level of response to specific concerns about a child that may arise from remote learning e.g. discuss with parents, or refer to the Bridge Partnership.
- Liaise with other school staff especially pastoral support staff, school nurses, IT Technicians, SENCOs and Senior Mental Health Leads.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Monitor the well-being, academic achievement and progress of all pupils who have a social worker.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or working on-line at home
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

2.6 IT staff

IT 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

2.7 Pupils and parents

Staff can expect pupils learning remotely via the learning platform to:

- Be contactable during the school day via the learning platform
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Ensure that their child has the encouragement and opportunities to complete work / tasks
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board is 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

3. 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 DHT

Issues with behaviour – talk to SLT / Pastoral Team

Issues with IT – talk to Paul Dickson/ Tahir Khan / MGL

Issues with their own workload or wellbeing – LJ TA's - AMC

Concerns about data protection – talk to J. Odell

Concerns about safeguarding – talk to LJ or AMC in her absence (on any DSL in school – ES / JR / RR)

4. Data protection

4.1 Accessing personal data

Staff will only access personal data, through agreed services such as FFT etc. All data should only be accessed using school provided chromebooks and tablets.

4.2 Processing personal data

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

4.3 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing logons among family or friends
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Safeguarding concerns must be reported directly to the DSL using the school agreed procedures.

- a. Use school channels to communicate

As always, staff shouldn't communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).

Parents can contact you during school hours via email / learning platform but only about work related issues. Teachers should respond promptly and professionally. Remember the expectations set in the code of conduct for communicating with pupils and parents, and staff-pupil relationships.

b. If you are uploading resources

Make sure there's nothing that can identify pupils in the resources, like their names or comments addressed specifically to them, as anyone with the link can view what's in an open Drive.

c. If you are recording videos to share:

- Record against a neutral background
- Avoid recording in your bedroom or where personal items can be seen.
- Dress like you would for school
- Double check that any other tabs you have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

d. If you have to phone a pupil (avoided where remotely possible – check with SLT first)

- Do this through parents' phones only (unless this itself poses a safeguarding risk), particularly in primary school, and in all cases make sure parents are aware and agree
- Call in school hours
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone
- Either use an app like [3CX](#) that will route calls through your school's number rather than their own, or block their number so parents don't see it. (Give parents a heads-up of what time you'll be calling if you're blocking numbers, so they're more likely to pick up.)
- If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only

If teachers are using video calling, take the same steps as above.

6. Monitoring arrangements

This policy will be reviewed termly. At every review, it will be approved by Head Teacher.

7. Links with other policies

This policy is linked to our:

Behaviour policy / Child protection policy / Data protection policy and privacy notices / ICT and internet acceptable use policy / Online safety policy

Appendix 1

EEF findings on the key findings and implications of Remote Learning

1. Teaching quality is more important than how lessons are delivered

Pupils can learn through remote teaching.

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).

For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils’ prior learning or how pupils’ understanding is subsequently assessed.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.

Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4. Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.

Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. Different approaches to remote learning suit different tasks and types of content

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils. For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.

Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

Link to case studies for home learning:

<https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19>

Appendix 2:

Guidance for a Contingency Plan:

What's expected from remote teaching?

When teaching remotely, the DfE will expect you to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/or 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
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

However, consider these expectations in relation your pupils' age, stage of development and SEND, and try to avoid making significant demands for parents' help or support

What does the plan need to contain?

You're expected to plan to:

- Use a curriculum sequence that allows access to online (e.g. teaching videos, tests) and offline (e.g. resource packs, reading books) resources, and that is linked to your curriculum expectations
- Give access to those remote education resources
- Select the online tools that will be consistently used across your school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who don't have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so you should work with families to deliver your curriculum

There are no expectations for how many weeks of remote learning you need to plan for, but as most pupils will self-isolate for 14 days, at least 2-3 weeks for each year group should be appropriate.

That way, if you need to provide remote learning for a longer period, such as if there's a prolonged local outbreak or a pupil needs to self-isolate for longer, you'll have a bit of breathing space to then plan further ahead. The important thing is that you have something pupils can use immediately.

As you can't know when your plan might be needed, don't worry too much about making it a seamless transition between what pupils would be learning in school and what they learn remotely.