Pupil Remote Learning Plan

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The difference between try and triumph is UMPPHHH!

Pupil Remote Learning Plan

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Statement of intent

The effects of the Covid 19 pandemic is having a transformational impact on the delivery of learning across the world. We understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. We accept that children working remotely cannot achieve the full classroom experience but we are committed to ensuring that the teaching & learning opportunities provided extend and deepen thinking, enabling all children to continue to learn and make progress.

Through the implementation of this plan, we aim to address the key concerns associated with remote learning, such as online safety, access to individual resources, data protection and safeguarding.

During times when school is not able to open, engagement in home learning is compulsory to ensure that learning time is not lost. It is the expectation that S.P.S. make the provision available and accessible to all.

However, we are

sensitive to exceptional circumstances and appreciate that all family contexts are different. Please let us know if we can help; we are happy to work with you.

This plan will be applied to:

• National or local lockdown as directed by PHE, LA or government
If the school is unable to open for any reason.
• If insufficient staff are available

This plan 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.
• Protect pupils from the risks associated with using devices connected to the internet.
• Ensure staff, parent, and pupil data remains secure and is not lost or misused.
• Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including but not limited to:

• Equality Act 2010
• Education Act 2004
• The General Data Protection Regulation
• Data Protection Act 2018

This policy will have due regard to national guidance including but not limited to:
• DFE (2023) Keeping Children Safe in Education
• DFE (2019) School Attendance
• DFE (2017) Special educational needs disability code of practice; 0-25 years
• DFE (2018) Health & Safety; responsibilities and duties for schools
• DFE (2018) Health & Safety for school children
• DFE 2016 Children missing in education

This policy operates in conjunction with all school policies:
- Child Protection & Safeguarding Policy
- Data Protection Policy
- Special Educational Needs Policy
- Good Behaviour Policy
- Feedback Policy
- Assessment Policy
- Online Safety Policy
- Health & Safety Policy
- Attendance Policy
- ICT Acceptable Use policy
- Staff Code of Conduct
- Data & E Security Breach Prevention & Management Plan
- Children Missing Education

Roles & Responsibilities

GOVERNING BODY

▪ Ensure that school has a robust risk assessment in place.

▪ Ensure that school has a business continuity plan in place.

▪ Evaluating the effectiveness of the whole school's remote learning arrangements.

HEADTEACHER

▪ Ensure that there are arrangements in place for identifying, evaluating and managing the risks associated with remote learning.

▪ Providing additional training for staff to support pupils during period of remote learning.

▪ Conducting weekly reviews of remote learning arrangements to ensure maximum effectiveness

DATA PROTECTION OFFICER

▪ Overseeing that all school owned devices used for remote learning have adequate anti virus software and malware protection.

▪ Ensure that all staff, parents and children are aware of the data protection principles outlined in GDPR.

DESIGNATED SAFEGUARDING LEAD

▪ Identifying vulnerable pupils who may be at risk if they are learning remotely.

▪ Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

SENDCO

▪ Ensure that children with EHC plans continue to have their needs met while learning remotely.

▪ Identify the correct level of support or intervention required while pupils with SEN learn remotely.

BUSINESS MANAGER

▪ Ensure that school has adequate insurance to cover remote working arrangements.

▪ Ensure that contingency plan is in place should office team be compromised.

TEACHERS

▪ In the event of staff being notified that the school is closing

✓ Calmly speak to the children about being sent home as safely and as swiftly as possible; not being drawn into why as blame may be inappropriately appointed

✓ Children will exit from the usual door in the usual way as family arrive

✓ Staff will collect their things and leave the building as soon as possible after the children

▪ Staff must be available between 9-3 in suitable dress in suitable location. If they are unable to work for whatever reason during this time eg due to sickness/ caring for a dependent they should report this in usual way.

SUPPORT STAFF
▪ Where possible staff will be directed to be the second adult in sharing and feeding back on lessons and learning.
▪ Staff will lead on wellbeing check ins for children within their team.
▪ In the event of a full lockdown, support staff will lead key worker care in school.

PARENTS
▪ Solely responsible for the care and wellbeing of their children while not in school
▪ Be contactable during the school day
▪ Support children to use TEAMS where work will be set, submitted and fed back on.
Where paper based learning is preferred, these can be provided by prior arrangement with school.
▪ Support their child to complete and submit work on time to the best of their ability.
▪ Report any absence in line with school procedures
▪ Seek help from school if needed
▪ Not record, store or distribute material without permission

 PUPILS
▪ Make sure they are ready to learn and complete their school work on time.
▪ Report any technical issues to their teacher.
▪ Not record, store or distribute material without permission

OFFICE
▪ As directed by SLT

Resources

All children will be equipped with school resources including pencil cases, reading books and books to record work in. EYFS will have packs appropriate to their learning style containing pegs, pompoms, letter and number formation mats etc. All children have the option to be able to take an IPAD home if a disclaimer has been signed. SIM cards with data are available for families to access if they have no internet. Paper copies of work may be requested.

Online Safety

Staff are reminded of their statutory safeguarding obligations. Staff will report any safeguarding incidents or potential concerns in line with school policy. Members of the Designated Safeguarding Team will be available via various methods (phone, email or in person) if staff have any concerns and a record will be kept on CPOMs.

As per our online safety policy, children are reminded of who they can contact within school for help or support with online or offline concerns. The first session of remote learning will be designed at an age appropriate level around online safety and conduct during remote learning.

Staff will be mindful of the context of recording on TEAMs and choose backgrounds that are blurred to prevent distraction or revealing personal data.

Safeguarding

Promoting, teaching and revisiting staying safe online is something that is regularly revisited through the school year. TEAMs requires passwords and is overseen by leaders within school. This plan will be kept under review in the light of legal developments and best practice

Weekly phone calls will take place to key children by DST & attendance officer with outcomes recorded onto CPOMs. All members of staff will take the appropriate steps to ensure their devices remain secure.

Home school communication

School will communicate with parents/ carers via Microsoft Teams. As much as possible, all communication with pupils and parents/ carers will take place within school hours. Parents and pupils will inform the relevant member of staff as soon as possible via year group email or Microsoft Teams if their child is unwell or unable to complete schoolwork.

Teaching & Learning

Prep for parents/ carers
▪ All parents informed about the 'what if' scenario via dedicated letter detailing process of notifications during school time/ during out of school hours, resourcing provided by school and remote learning options.
▪ The letter includes chance for parents/ carers to communicate information about hardware/ wifi/ broadband/ free school meals should a lockdown occur. All parents/ carers are encouraged to complete and return
▪ Parents / carers informed that iPad can come home but a signed commitment is required
▪ Remote learning 'how to' guides added to website and emailed to all parents / carers

Prep for staff
▪ SLT / network manager to ensure that staff feel confident in using technology to support their teams remotely.

▪ Ensure children have fully equipped pencil case

▪ Ensure children have login details in pencil case

▪ Reading books in trays

▪ On the last day of a term / half term all trays will be checked, cleared and left out on tables

Day 1

Online safety, reminder of safeguarding procedure i.e. checking in before 10am, conduct through remote learning (who you can message and when), wellbeing/ mindful tasks.

Day 2+

▪ Work planned to develop basic skills and the current curriculum to be uploaded by 5pm the night before to prepare parents/ carers. Differentiated activities to support and challenge will be shared via the Teams chat function. Examples can also be shared using the interactive whiteboard function. Where it is clear that an individual is experiencing particular difficulties, these children can be identified for extra intervention

- Plan with the team and SENCo where appropriate to ensure consistency and pitch, from
- the lowest threshold to challenging the most able.
- Design work in English (incl reading), Maths and Big Ideas
- Completed work- sharing mechanism of screenshots/ photos via Microsoft Teams .
- Feedback mechanisms established- immediate q and a and Teams chat responses
- Work packs will be made for pupils who request them (to be collected from school)
- Make weekly check in phone calls where contact has not otherwise been made
- 1-1 sessions may be appropriate with SEN pupils
- PPA Friday afternoon – PE & story.

Monitor

This policy will be formally reviewed annually. When it practice it will be reviewed weekly