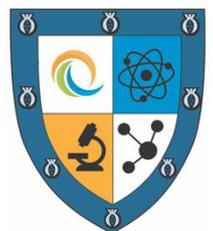




PUPIL/STUDENT REMOTE LEARNING POLICY FOR SCHOOLS WITHIN QUEST

**St. Peter's C. of E. Primary School, Hindley
Hindley Green Community Primary School
St. John's C. of E. Primary School, Hindley Green
St. John's C. of E. Primary School, Abram
University Collegiate School, Bolton**



September 2020

Review date September 2021

Statement of intent

At QUEST, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil/student 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.

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

This policy aims to:

- Minimise the disruption to pupils/students' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils/students have access to high quality learning resources.
- Protect pupils/students from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil/student data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils/students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Signed by:

S. Bruton

CEO

B. Anthon

Chair of Board

November 2020

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Equality Act 2010
 - Education Act 2004
 - The General Data Protection Regulation (GDPR)
 - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
 - Data Protection Act 2018
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2020) 'Keeping children safe in education'
 - DfE (2019) 'School attendance'
 - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2018) 'Health and safety: responsibilities and duties for schools'
 - DfE (2018) 'Health and safety for school children'
 - DfE (2016) 'Children missing education'
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: schools'
- 1.3. This policy operates in conjunction with the following school policies:
 - Safeguarding and Child Protection Policy
 - Data Protection Policy
 - Special Educational Needs and Disabilities Policy
 - Positive Behaviour Management Policy
 - Equality Scheme, Equality Action Plan and Accessibility Plan
 - Teaching & Learning Policy
 - ICT, including E-Safety, ICT Security and Internet Policy
 - Health and Safety Policy
 - Attendance Policy
 - Staff Code of Conduct

2. Roles and responsibilities

- 2.1. The Board of Directors/Executive Team are responsible for:

- Ensuring that the schools have robust risk management procedures in place.
Ensuring that the schools have a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The Principal is responsible for:

- Ensuring that staff, parents and pupils/students adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils/students.
- Arranging any additional training staff may require to support pupils/students during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils/students' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils/students identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3. The Data Protection Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents and pupils/students are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.4. The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.

- Liaising with ABtec to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils/students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the Principal and other organisations to make alternate arrangements for pupils/students who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils/students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils/students receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.5. The SENCO is responsible for:

- Liaising with ABtec to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the Principal and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils/students with SEND learn remotely.
- Ensuring that the provision put in place for pupils/students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6. The COFO is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the schools have adequate insurance to cover all remote working arrangements.

2.7. The ICT technician and ABtec are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils/students and staff.

2.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Principal and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Principal.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician/ABtec.
- Adhering to the Staff Code of Conduct at all times.

2.9. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#).
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.10. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.

- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Positive Behaviour Management Policy at all times.

3. Resources

Learning materials

- 3.1. The schools will utilise a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the schools may make use of:
 - Work booklets
 - Class Dojo
 - Past and mock exam papers
 - Current online learning portals – Century Tech
 - Educational websites - Oak Academy
 - Reading resources - Bug Club
 - Live webinars
 - Pre-recorded video or audio lessons shared via ClassDojo/Showbie/Google Classroom
- 3.2. Teachers will review the DfE's list of recommended [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- 3.3. Reasonable adjustments will be made to ensure that all pupils/students have access to the resources needed for effective remote learning.
- 3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils/students with SEND.
- 3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.6. The schools will review the resources pupils/students have access to and adapt learning to account for all pupils/students' needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- 3.7. Work packs will be made available for pupils/students who do not have access to a printer or an electronic device – these packs will be provided as a last resort and can be collected from school.
- 3.8. Teaching staff will liaise with the SENCO/Inclusion Manager and other relevant members of staff to ensure all pupils/students remain fully supported for the duration of the remote learning period.

- 3.9. The SENCO/Inclusion Manager will arrange additional support for pupils/students with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.
- 3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.11. Pupils/students will be required to use their own or family-owned equipment to access remote learning resources (EYFS/Key Stage 1) and their school allocated iPad within Key Stage 2-5.
- 3.12. For pupils/students who cannot access digital devices at home, the schools will, where possible, provide an emergency loan device.
- 3.13. Pupils/students and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. (as per the home/school agreement and i-pad agreement)
- 3.14. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.
- 3.15. The arrangements for any 'live' classes, e.g. webinars, class chats will be communicated via the ClassDojo/email no later than two days before the allotted time and kept to a reasonable length of no more than 30 minutes per session.
- 3.16. The ICT technician/ABtec are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.17. The schools will signpost parents via ClassDojo/Email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.18. For entitled pupils/students, the school may provide the following provision for pupils who receive FSM:
 - Providing Grab bags/hampers for families through Dolce/Radish
 - Providing vouchers to families through national schemes

Costs and expenses

- 3.19. The schools will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.20. The schools will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.21. The schools will not reimburse any costs for childcare.

- 3.22. If a pupil/student is provided with school-owned equipment, the pupil/student and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the Trust's ICT, including E-Safety, ICT Security and Internet Policy.
- 4.2. Where possible, all interactions will be textual and public.
- 4.3. All staff and pupils/students using video communication must:
- Communicate in groups – one-to-one sessions are not permitted.
 - Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store or distribute video material without permission and through the specified channels.
 - Ensure (wherever possible) they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible.
- 4.4. All staff and pupils/students using audio communication must:
- Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute audio material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they can be heard.
- 4.5. The schools will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils/students with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.
- 4.6. Pupils/students not using devices or software as intended will be disciplined in line with the Positive Behaviour Management Policy.
- 4.7. The schools will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use. This will be monitored by the use of Securus/ SENSO.

- 4.8. The schools will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- 4.9. The schools will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 4.10. The schools will communicate to parents via ClassDojo/Email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.11. During the period of remote learning, the schools will maintain regular contact with parents to:
 - Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents to useful resources to help them keep their children safe online.
- 4.12. The schools will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the schools.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the Trust's and School's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The DSL/ Principal will identify 'vulnerable' pupils/students (pupils/students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning. The majority of vulnerable children will be identified via the LA lists.
- 5.3. The DSL will arrange for regular contact to be made with vulnerable pupils/students, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable pupils/students will be made using school phones where possible.
- 5.5. The DSL will arrange for regular contact with vulnerable pupils/students once per week at minimum, with additional contact, including home visits, arranged where required.

- 5.6. All contact with vulnerable pupils/students will be recorded and suitably stored in line with the Data Protection Policy.
- 5.7. The DSL will keep in contact with vulnerable pupils/students' social workers or other care professionals during the period of remote working, as required.
- 5.8. All home visits **must**:
 - Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on paper and the records stored so that the DSL has access to them.
 - Actively involve the pupil/student.
- 5.9. Vulnerable pupils/students will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning. This would usually be via ClassDojo/Zoom/Teams initially.
- 5.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils/students learning remotely.
- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately.
- 5.12. Pupils/students and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The schools will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the Trust's Data Protection Policy.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' and pupils/students' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6. All contact details will be stored in line with the Data Protection Policy.

- 6.7. The schools will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Pupils/students are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the Trust's Data Protection Policy.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the Trust's Positive Behaviour Management Policy or the Trust's Disciplinary Policy and Procedure.

7. Marking and feedback

- 7.1. All schoolwork completed through remote learning must be:
 - Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil/student's ability.
 - The pupil/student's own work.
- 7.2. The schools expect pupils/students and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Pupils/students are accountable for the completion of their own schoolwork – teaching staff will contact parents via the class email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of pupils/students with and without access to the online learning resources and discuss additional support or provision with the Principal as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of pupils/students with SEND and discuss additional support or provision with the SENCO/Inclusion Manager as soon as possible.
- 7.6. The schools accept a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.
- 7.7. All tasks must be given whole class/group feedback either written or voice recorded
- 7.8. Once per week, each individual pupil/student must receive personalised feedback: what is going well, what they need to do to improve

8. Health and safety

- 8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 8.2. Teaching staff and ICT technicians/ABtec will ensure pupils/students are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- 8.3. If using electronic devices during remote learning, pupils/students will be encouraged to take a five-minute screen break every two hours.
- 8.4. Screen break frequency will be adjusted to five minutes every hour for younger pupils/students or pupils/students with medical conditions who require more frequent screen breaks.
- 8.5. If any incidents or near-misses occur in a pupil/student's home, they or their parents are required to report these to a relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

- 9.1. Pupils/students will be present for remote learning by 9:00am and cease their remote learning at 2:30pm from Monday to Friday, with the exception of breaks and lunchtimes
- 9.2. Pupils/students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 9.3. Pupils/students who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.4. Parents will inform their child's teacher no later than 8:30am if their child is unwell.
- 9.5. The schools will monitor absence and lateness in line with the Trust's Attendance Policy.

10. Communication

- 10.1. The schools will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The schools will communicate with parents via Class Dojo, email, parent pay and the school websites about remote learning arrangements as soon as possible.
- 10.3. The Principal will communicate with staff as soon as possible via email about any remote learning arrangements.

- 10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- 10.5. The schools understand that pupils/students learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- 10.6. Members of staff will have contact with their line manager once per week.
- 10.7. As much as possible, all communication with pupils/students and their parents will take place within the school hours outlined in [section 9](#).
- 10.8. Pupils/students will have verbal contact with a member of teaching staff at least once per week via group phone call/class chat.
- 10.9. Parents and pupils/students will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.10. Issues with remote learning or data protection will be communicated to the pupils/student's teacher as soon as possible so they can investigate and resolve the issue.
- 10.11. The pupils/student's teacher will keep parents and pupils/students informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.12. The Principal will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

- 11.1. This policy will be reviewed on an annual basis by the Principal.
- 11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 11.3. The next scheduled review date for this policy is the Autumn Term 2021.

Appendix A

Remote Learning during the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns. In the event of a local lockdown, the schools will implement provision for remote learning, so pupils/students can continue their education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

1. Contingency planning

- 1.1 The schools will open to all pupils at the start of the Autumn term, in line with national and local guidance.
- 1.2 The schools will work closely with the LA to ensure the premises are 'COVID-secure' and will complete all necessary risk assessments – results of the opening risk assessment will be published on the schools' websites.
- 1.3 The schools will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
- 1.4 The schools will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- 1.5 If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the schools will implement remote learning immediately for that group.

2. Teaching and learning

- 2.1 All pupils/students will have access to high quality education when remote working.
- 2.2 The schools will use a range of teaching methods to cater for all different learning styles, this includes:
 - Current online learning portals – Century Tech
 - Quizzes via Socrative
 - Online materials
 - Educational Websites- Oak Academy
 - Live webinars via TEAMS/ Zoom/ Showbie
 - Pre-recorded video or audio lessons
 - Various reading tasks – e.g. comprehension, inference and prediction

- Daily challenges
- Times Table Rock Stars
- Mental Health/ Well-being activities/Jigsaw

2.3 Teachers will ensure lessons are inclusive for all pupils/students and can be adapted to account for the needs of disadvantaged pupils/students and pupils/students with SEND.

2.4 When teaching pupils/students who are working remotely, teachers will:

- Set assignments so that pupils/students have meaningful and ambitious work each day, linked to the DREAM/QUEST curriculum.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- 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/students' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils/students would receive in school, ideally including daily contact with teachers.

2.5 All provisions for remote learning will be subject to the class group's age and ability.

2.6 In exceptional circumstances, the schools may reduce its curriculum offering to enable pupils/students to cope with the workload – the Principal will assess this need, keeping pupils/students' best interests in mind, and will not make the decision lightly.

2.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

3. Returning to school

- 3.1 The Principal will work with the LA to ensure pupils/students only return to school when it is safe for them to do so.
- 3.2 After a period of self-isolation, or the lessening of local lockdown rules, the Principal will inform parents when their child will return to school.
- 3.3 The Principal will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

4. Monitoring and review

- 4.1 This policy annex will be reviewed in line with any updated to government guidance.
- 4.2 All changes to the policy will be communicated to the relevant members of the school community.

Appendix B

Parent Guide to Remote Learning

What 'remote learning' can I expect from QUEST Primary Schools?

This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. We aim to implement remote learning from your child's second day of absence. There are 2 general scenarios outlined below; the first scenario where your child is not permitted to attend school and the second outlines the actions in the case of a whole bubble not being permitted to attend school.

The government's Oak Academy online lessons can also be used for remote learning for every year group and they cover a wide range of curriculum areas

<https://www.thenational.academy>

My child (and their siblings if they are also attending XXX Primary School) is absent because they are awaiting test results and our household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.

- We will provide a '*Home Learning Overview*' to access learning at home, with useful website and learning apps
- If your child is in EYFS/KS1: Recorded lessons and tasks will be uploaded to Dojo. Pupils may be invited to join live direct teaching input via Zoom. Paper packs will be provided, if requested.
- If your child is in KS2: Recorded lessons and tasks will be uploaded to Dojo/Showbie. Pupils will have work/tasks allocated on our on-line platforms such as Century in-line with their peers in class. Pupils may be invited to join live direct teaching input via Zoom.

My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19 or we enter another 'lockdown' with total school closure.

For pupils working remotely:

- All children in the bubble/working remotely will have access to any relevant basic equipment e.g. ruler, 100 square etc. A single workbook per child to be made available for collection if required
- Teachers will share a suggested **daily** timetable covering the sequence of learning planned for that day. Reading, Writing SPAG, Maths and one DREAM curriculum subject delivered in line with Curriculum Map.
- Teachers will use Dojo/Showbie (KS2) as their virtual classroom to upload daily learning expectations for pupils/parents to follow.
- If your child is in KS2, Showbie and I-pad tools and apps to be used for assigning, assessing and feedback of pupil's learning.
- Staff will tailor work to the children's ability as appropriate and teachers will gauge the pace based on pupil/parent feedback.
- Occasionally, teachers will assign a longer-term project that is part of the DREAM curriculum theme.

- Music and PE specialist will upload tasks, once per week, to Dojo in line with class timetable.
- Teachers will use high quality teaching and/or videos that are either pre-recorded or sourced from other online platforms for example, Oak National Academy/Century/White Rose/Twinkl/Classroom Secrets.
- Teachers will arrange a daily, 30-40 minute live zoom 'learning surgery'; the code for which will be shared daily via Dojo. Here pupils will be able to interact with their Teacher and ask questions and seek further learning support.

SEND

- Our Inclusion Manager and 1:1 staff will support and tailor the curriculum for pupils with an EHCP.
- Teachers will signpost children/parents to Oak National Academy or other suitable online resources for specialist content for pupils with SEND. Where pupils are supported by a 1:1, and where appropriate, teaching assistants will provide daily learning opportunities for those children and have regular communication with the child.

Feedback

- Teacher/TA to provide written/voice recorded feedback to the group/class following each task.
- Each week, every child will receive some personalised feedback.

Assessment

- Kahoot/Outlook Forms /Mini quizzes/Testbase will be used to assess aspects of learning.
- If your child is in KS2, Century diagnostics will be used to alter the pace and direction of the sequence of learning along with providing gap analysis data to allow teachers to assign personalised learning tasks
- For all pupils, Bug Club diagnostics will be used to support the assessment of reading

Appendix C

Bubble/School Closure Overview for Primary Schools.

It is our expectation that although the bubble/school is closed we are still working and aiming to deliver a curriculum to ensure that our children can still continue learning. Below is the timetable for parents to follow to ensure some routine. Teachers will be expected to record and post online input via Dojo/Showbie and set daily work following the guidelines below. The recorded message via Dojo should be uploaded first thing in a morning – Ensure the recording starts with **day, date and subject**

Teaching input –

- 9.00 am - Maths:10-minute teacher input followed by a 30-minute task
- 10.00 am - Bug Club/Reading task: 10-minute teacher input followed by a 30-minute task
- 11.00 am - Phonics/SPAG/writing application: 10-minute teacher input followed by a 30 minute task
- 1.00 pm - Topic (science, history, geography etc. Music and PE in-line with PPA schedule)
- 2.00 pm - 30 minute live 'learning surgery' on Zoom. Q&A/learning support offered. Daily codes to access sent on Dojo where appropriate

Where small groups of pupils are missing from a bubble they may be invited to join the live direct teaching session via Zoom and then be allocated a task via Dojo/Showbie or, the teaching input may be recorded live in class and then uploaded to reduce the duplication of workload.

Feedback will be given verbally/written to classes and groups as appropriate. This oral feedback will replace the majority of marking whilst working electronically. Each child should receive some in depth, personalised feedback, once per week.

Teachers to track and complete registers daily for children who have completed work. Learning Mentors to access registers daily and if pupils have not completed/accessed the learning, Learning Mentors to make direct phone calls to parents to ask if all is okay, have they been able to access work, encourage child to do the work and return it as soon as possible. Issues/concerns from Learning Mentor to be passed onto school Principal.

Appendix D

Protocol for Zoom lessons

- By accessing a Zoom session all Parents/Carers are agreeing to their child taking part in a live streaming lesson and confirming that they have discussed the protocols with their son/daughter and that their son/daughter will abide by these protocols. If Parents/Carers have any safeguarding concerns they can report this directly to the Principal by phoning the school or via the enquiries@ email which can be found on the school website.
- The Zoom passcode to allow access will be sent daily, by 10am, via class Dojo
- 'Learning Surgeries' will be held daily at 2pm for 30 minutes to provide support for pupils with their daily learning and/or answer any questions that the pupil may have
- A member of the school's leadership team may attend any of the sessions and/or they may be recording for safeguarding purposes.
- Normal school rules apply but in a virtual setting. Recording of these sessions, other than by the member of staff/school, is expressly forbidden.
- In order for the session to progress smoothly pupils should mute and raise the hand icon if they wish to speak.
- Pupils should be in a room in the house that is readily accessible by other adults in the household. It should not take place in the pupil's bedroom. Pupils should be appropriately dressed, it is also preferable that the pupil's background is blurred.
- In line with GDPR if you do not wish your child's image to be shared on screen, but wish them to participate in the session please email the enquiries@ email address which can be found on the school website. Your request will be forwarded on to the relevant staff member. Please ensure that you inform school as soon as possible.

Appendix E

Sample Home Learning Overview for Primary Schools

Year 6 Home Learning

Useful Websites

<https://spellingframe.co.uk/https://spellingframe.co.uk/https://spellingframe.co.uk/>

<https://www.bbc.co.uk/bitesize/subjects/zv48a6f>

<https://www.bbc.co.uk/bitesize/subjects/z826n39>

www.bbc.co.uk/teach/ten-pieces

www.bbc.co.uk/teach/bring-the-noise

(Grammar Revision) Anchor creative videos on [youtube](https://www.youtube.com/)

https://archive.org/details/Wonder_201810/page/n143/mode/2up

R.E./P.S.H.E

P.S.H.E

Create an information leaflet suitable for a y6 child, highlighting the negative effects that cyber bullying can have on mental well being.

RE

As we approach Easter, research how this religious festival is celebrated in different countries around the world. Present your findings in a creative way.

Science: Healthy Lifestyles

Our Science topic is currently 'Animals including Humans'. Create a quiz with answers based on the work of Darwin, [Anning](#) and Wallace and the role of fossils in helping us to understand how they teach us about evolution.

Dear Parents/carers

Here is an overview of tasks available for children to complete at home over the forthcoming weeks. We are committed to ensuring consistency in your child's learning. During school hours, [ClassDojo](#) will still be available if you need to contact a member of staff.

Warmest regards,
Miss Walls, Mrs Hunter, Mrs Millett and Mrs Evans

Writing

Go to <http://www.pobble365.com/>

Complete the daily work for each picture on there. We would love you to share the writing with us that you produce - let your imagination run wild!

Spelling, Punctuation and Grammar (SPAG)

The children can access their Century account to complete their SPAG pathway. There are also other online resources the children can access to practise SPAG questions. Please see the useful websites section.

Spanish

<https://www.languageangels.com/schools/>

Click on pupil games area . User name: Y6 W or Y6 EH password: pass

Creative Curriculum

Our upcoming topic is Walk Like and Egyptian. We would like the children to choose an aspect of Ancient Egypt to research. They can present their findings in variety of formats; power point, arts and crafts, poster etc. We looked forward to seeing the results!

Maths/Century Tech

Daily Arithmetic:

Aim to complete questions on Century Tech each day based on arithmetic. Your child can search in 'my courses' to find the relevant questions e.g. multiplication, division, addition, subtraction.

Curriculum content

We are currently working on geometry and reasoning skills. Century tech should be used to access their personalised learning. This will either be set by a teacher or can be accessed via their individual learning flight path. Please keep checking [ClassDojo](#) for other maths activities which will be added as required.

[Timestables Rockstars](#) should be completed daily.

Reading

The children should be very confident with VIPERS by now. Activities will be provided several times a week, which will be provided on a weekly basis. The children have been issued with CGP poetry SATs Buster books. Weekly answers will be upload on a Friday. The expectation is that your child completes one VIPER and one CGP text per week alongside their own reading. [Century Tech](#) can also be used to answer questions through 'my courses' and 'KS2 reading'

There is still an expectation that children will read daily. This is a great opportunity to read some good books and tell us about them.

Our class novel is Wonder. Mrs Millett will be uploading videos of chapters to read along to. Please see the useful websites box for a link to the free text.