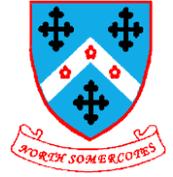# North Somercotes CE Primary School

Remote Learning Policy

Model
We are utilising a two-tier model for the use of remote learning:

Tier 1: Self-Isolation Model
Work will be available on Microsoft Teams for pupils self-isolating and this will follow the same curriculum content as that in school. Unless, the whole "class bubble" is closed, the teacher will be working full time in school. This means their time to respond to individual questions from those isolating will be limited.

Tier 2: Whole Bubble/School Closure
Work will be set on Microsoft Teams and follow the protocol outlined in the rest of this document.

Purpose
The benefits of offering remote learning sessions are that:
- There is clear continuity to learning in the event of school/bubble closure
- There is consistency in the approach to remote learning for all pupils (including those with SEND) who are not in school through the use of quality online and offline resources
- Pupils can ask questions/seek clarification
- Direct feedback can be provided as a group or on an individual basis.

Platforms
For remote learning, we will use Microsoft Teams as our main platform. This platform is a popular choice across schools and businesses as it is accessible via a range of devices.

Microsoft Teams offers the following security measures:
- Enforcing team-wide and organisation-wide two-factor authentication, single sign-on through Active Directory, and encryption of data in transit and at rest
- Advanced Threat protection (ATP) to determine if content is malicious or harmful
- Safe attachments is a feature designed to enhance user security by checking for, and detecting, malicious attachments.

Additionally, our remote learning package **may** include:
- Use of instructional videos, assemblies or whole class activities
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of Oak Academy, White Rose Maths, Letterjoin and other online educational resources

Home and School Partnership
We are committed to working in close partnership with families, recognise each family is unique, and because of this remote learning will look different for different families in order to suit their individual needs. We will provide clear instructions for parents on how to access and use Microsoft Teams.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We would therefore recommend that each 'school day' maintains structure by starting at 9:00am with a morning break, a hour lunch break and a finish time no later than 3:00pm. However, we appreciate that this may not be feasible for families with more than one child and a shared device.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work by encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

Roles and Responsibilities

Teachers
When providing remote learning, teachers must be available between 9:00am and 12:00pm, and then 1:00pm and 3:00pm. 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.

When providing remote learning, teachers are responsible for:

Setting work:
- Teachers will set work for the pupils in their classes.
- The work set should follow the usual curriculum for the class had they been in school, wherever possible.
- Tasks will be uploaded in daily or weekly blocks.

Providing feedback on work:
- Teachers will provide whole class, group or individual feedback to pupils as required
- Teachers are required to respond to pupils' questions or provide further clarification to the class using the Posts section or Class Notebook.

Keeping in touch with pupils who are not in school and their parents:
- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school office email – office@nspri.co.uk
- Any safeguarding concerns should be immediately reported to the Headteacher

Teaching Assistants

Teaching Assistants must be available between 9:00am and 12:00pm, and then 1:00pm and 3:00pm. 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.

During the school day, teaching assistants must complete tasks as directed by the class teacher in line with their contracted hours.

SENDCo

It is the responsibility of the SENDCo to ensure that pupils with EHC plans continue to have their needs met while learning remotely, liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IEPs.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is ill or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff

Governors

The Governing Body 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

Policy Agreed: Autumn Term '20
Policy Review: Annual