Edison Primary School

Remote Learning Policy		
Review Date	**Coordinator**	**Nominated Governor**
June 2023	**Amrit Dokal**	**Suvir Rai**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011

We are aware that remote learning is where the student (s) and the educator are not physically present in a traditional classroom environment with information being relayed through technology.

We acknowledge that since March 2020 there has been great innovation in remote learning with a wide range of approaches being used enabling pupils to continue to learn and progress; and preventing any widening of the attainment gap for the disadvantaged.

We have the capacity to offer immediate remote learning to any class, group or small number of pupils who are unable to attend because of self-isolating or a local/ national lockdown.

We have in place a contingency plan for remote education which:

- uses a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that is linked to the school's curriculum;
- gives access to high quality remote education resources;
- selects the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use;
- provides printed resources for pupils who do not have suitable online access;
- recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support so we will work families to deliver a broad and ambitious curriculum;
- maintains an up-to-date record of which pupils and families do not have device or internet access;
- considers how school technology resources could be used in future to support pupils without sufficient remote facilities where devices are provided to identified families if there are no other resources available to them;
- outlines technology training and refresher for school personnel

We have 'found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.' Factors such as:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

We use a two interactive platforms side by side for our remote education provision: Seesaw for asynchronous and Zoom for synchronous learning. This allows teachers to host both live and recorded explanations and lessons.

We work hard to maintain a normal school day and aspects of school life online as we believe it will be beneficial to pupils and support them in the management of their work and time.

We believe that it is very important to continue to teach all or most of the planned curriculum. However, subjects such as science, music and technology can prove challenging. In regard to physical education, we encourage pupils to take regular physical exercise to maintain fitness and complete any tasks set by PE teacher on Seesaw.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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

2.1 Teachers

When providing remote learning, teachers must be available between 9am to 3.30pm to all students with the exception of breaks and lunch times.

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 providing remote learning, teachers are responsible for:

> Setting work and teaching –

- o Providing 3/4 hours' worth of learning each day.

- o Teach a well-planned, sequenced curriculum.

- o Sending Zoom links and Seesaw account details to pupils and parents.

- o Conducting 30 minutes of teacher input and questioning time on Zoom. This should follow a Seesaw activity that should take about 30 minutes to complete.

- o Teachers will support pupils if they need further help completing work via Seesaw /Zoom.Teachers can support in various ways e.g asking children to stay back on Zoom, modelling over seesaw or Zoom.

- o When this work needs to be set. These times will vary for Homework activities and Home learning activities.

- o Uploading all activities on Seesaw for pupils to complete.

- o Provide printed activities to be completed by pupils unable to access remote learning

- o Once the registration has been completed Seesaw, teachers are not required to leave their cameras on. Teachers must engage in interactive teaching using the screen share options.

- o Provide engaging and high-quality learning which motivates learners

- o Interact with pupils through, for example, questioning, eliciting and reflective discussion

- o Use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time. Using the features of a multi-functional platform, teachers can create regular, pre and post-lesson quizzes.

- o Where applicable provide challenges for pupils for various subjects at different points of the lesson.

- o Provide home learning links via safe websites such as video.link (previously known as Safe YouTube) instead of YouTube, BBC bitesize etc.

- o Ensure they are present in the Zoom meetings with all the students and students are never left unsupervised.

- o Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways

- o Ensure pupils with SEND continue to make progress wherever possible if they are not able to be in school; this may involve more focused planning.

> Providing feedback on work:

- o Using our model of 4 quarters marking as outlined in Seesaw marking policy.

- o Share feedback with pupils using written, audio or video comments.

- o Provide all feedback before 9am the next day where possible.

> Keeping in touch with pupils who aren't in school (e.g. isolating) and their parents

- o Contact parents via Arbor to liaise regarding number of days pupil will be absent and amount of work provided on Seesaw.

- o Teachers are expected to respond to any queries from parents/pupils from 9am to 3.30pm. There is no expectation for teachers to respond to any queries received outside of these hours. Teachers can make contact via Seesaw, email through school Arbor account or text messaging via Arbor.

- o Any complaints or concerns shared by parents and pupils should be shared with SLT. If you have any safeguarding concerns, refer to the safeguarding section below.

- o If a pupil fails to complete their work, send a polite reminder via Seesaw to the pupil. If this continues, teachers must email parents via Arbor to make them aware. This does not apply in case of children who are unable to access Remote learning and you've been made aware of.

> Attending virtual meetings with staff, parents and pupils –

- o Dress code: All teachers must ensure that clothing worn is in line with our Staff Dress Code. Teachers must dress up in formal attire for meetings between Monday to Thursday. Casual wear is acceptable on Fridays ensuring clothing is appropriate.

- o For Zoom meetings, where possible, teachers should try to avoid areas with background noise and audience. There should be nothing inappropriate in the background.

2.2 Support staff (HLTAs and LSAs):

When assisting with remote learning, all support staff must be available between 9 am to 3.30 pm.

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, **HLTAs/LSAs** are responsible for:

> Supporting pupils who aren't in school with learning remotely

- o Provide 2 hours of core learning each day plus targeted interventions as per IEPs, remotely via Zoom

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and Seesaw. The amount of HLTAs' workload should be proportionally less to class teachers. Resources may be provided by class teachers, which could be adapted to suit the needs of pupils.

- o Support pupils who are in their AM streaming and intervention groups.
- o Any pupils missing their remote learning (Zoom and Seesaw) must be reported to the class teachers followed by polite reminder on Seesaw. If this continues, contact the parents/carers via Arbor or Seesaw.
- o If needed, assist class teachers in collating printed packs for pupils who are unable to access Remote learning.
- o Once the registration has been completed on Seesaw, HLTAs are not required to leave their cameras on. HLTAs must engage in interactive teaching using the screen share options.
- o Provide engaging and high-quality learning which motivates learners
- o Use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time. Using the features of a multi-functional platform, teachers can create regular, pre and post-lesson quizzes.
- o Where applicable provide challenges for pupils for various subjects at different points of the lesson.
- o Interact with pupils through, for example, questioning, eliciting and reflective discussion
- o Provide home learning links via safe websites such as video.link (previously known as Safe YouTube) instead of YouTube, BBC bitesize etc.
- o Ensure they are present in the Zoom meetings with all the students and students are never left unsupervised.
- o Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways
- o Ensure pupils with SEND continue to make progress wherever possible if they are not able to be in school; this may involve more focused planning.
- o Respond to any queries from parents (for pupils in your group) between 9am to 3:30pm.

❯ Providing feedback on work:

- o Using our model of 4 quarters marking as outlined in Seesaw marking policy.
- o Share feedback with pupils using written, audio or video comments.
- o Provide all feedback before 9am the next day where possible.

When assisting with remote learning, **LSAs** are responsible for:

❯ Supporting pupils who aren't in school with learning remotely

- o Assist class teachers to provide 2 hours of core learning each day plus targeted interventions as per IEPs, remotely via Zoom and Seesaw
- o Assist class teachers in collating printed packs for pupils who are unable to access Remote learning. Any pupils missing their remote learning (Zoom and Seesaw) must be reported to the class teachers followed by polite reminder on Seesaw. If this continues, contact the parents/carers via Arbor or Seesaw.
- o Where applicable provide challenges for pupils for various subjects at different points of the lesson.
- o Interact with pupils through, for example, questioning, eliciting and reflective discussion
- o Provide home learning links via safe websites such as video.link (previously known as Safe YouTube) instead of YouTube, BBC bitesize etc.
- o Ensure they are present in the Zoom meetings with all the students and students are never left unsupervised.
- o Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways
- o Respond to any queries from parents (for pupils in your group) between 9am to 3:30pm.

> Providing feedback on work (only to children assigned):

  o   Using our model of 4 quarters marking as outlined in Seesaw marking policy.

  o   Share feedback with pupils using written, audio or video comments.

  o   Provide all feedback before 9am the next day where possible.

> Attending virtual meetings with teachers, parents and pupils

  o   Dress code: All HLTAs, LSAs and support staff must ensure that clothing worn is in line with our Staff Dress Code. Support staff must dress up in formal attire for meetings between Monday to Thursday. Casual wear is acceptable on Fridays ensuring clothing is appropriate.

  o   For Zoom meetings with pupils and staff, where possible, HLTAs, LSAs should try to avoid areas with background noise and audience. There should be nothing inappropriate in the background. The same applies to LSAs and other support staff for Staff meetings.

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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

> 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:

> 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 or reaching out for 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:

> Ensuring that any safeguarding concerns received from parents, pupils or teachers are dealt with immediately in accordance with Edison child protection policy

2.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work, i.e. Seesaw and Zoom

> 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

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Staff can expect pupils learning remotely to:

> Be on Zoom at 9am sharp and available until 3.30pm

> Show your correct name on Zoom

> Keep your video cameras on

> Follow our Zoom/Seesaw Timetable daily

> Use the chat function on Zoom respectfully and when or as instructed by the teacher.

> Complete work to the deadline set by teachers on Seesaw

> Participate in class discussion on Zoom

> Stay on mute unless asked by teacher otherwise

> Listening carefully to all instructions given by the teacher

> Do not use other devices or have other apps or webpages open during lessons

> Be dressed and ready- not in pyjamas

> Seek help if they need it, from teachers or support staff

> Alert teachers if they're not able to complete work and provide reason

> Act in a respectful manner and follow our school rules: ***Be Ready, Respectful and Safe.***

> Liaising with the school council;

> Taking part in questionnaires and surveys.

> Not share Seesaw logins or Zoom links with others

> During break/lunch time get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities

> Do not record or take pictures of your teachers or classmates during your online sessions.

> Read daily, either independently or with an adult;

Staff can expect parents with children learning remotely to:

> Provide consent on Arbor for Zoom Remote learning

> Make the school aware if their child is sick or otherwise can't complete work

> Provide a distraction free space for their child to work. Ideally, other than the child, there should be no other adult in view of the Zoom session only the child should be on screen

> Check their child's completed work each day and encourage the progress that is being made. Parents should log onto their family Seesaw account and ensure the child is completing work to a good standard

> Be respectful when making any complaints or concerns known to staff

> Not share Seesaw logins or Zoom links with others

> Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play non-screen based games, get fresh air and relax;

> Encourage your child to read daily, either independently or with an adult;

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

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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 SENCO

> Issues with behaviour –DHT

> Issues with IT – T Suri

> Issues with their own workload or wellbeing – HT / DHT

> Concerns about data protection – HT/ DHT

> Concerns about safeguarding – talk to the DSL- A Dokal / Deputy DSL- H Rupra

4. Data protection

4.1 Accessing personal data

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

> Access the data on school server in our IT network securely instead of your own devices

> No personal data should be saved on personal computers

4.2 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)

> Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

> Making sure the device locks if left inactive for a period of time

> Not sharing the device among family or friends

> Installing antivirus and anti-spyware software

> Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Parents will sign a consent form before their child can access learning on Seesaw. Additionally, any Safeguarding issues will be dealt in accordance with Edison Safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed by A Dokal/Head Teacher. At every review, it will be approved by the governing body.

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EYFS Daily Timetable:

- If unable to access home learning, learning Packs containing printed learning resources will be available from the school for all Reception pupils with at least 2 days' notice in advance.

- Reception teachers will use the Seesaw app to push out details regarding learning activities for children.

- Seesaw: Children in Reception have access to Seesaw app. Login details have been sent home for all pupils. Family sign-ins can be requested from class teachers if you don't already have an account.

- Zoom: You don't need an account to access Zoom. Links have been emailed to parents and posted on Seesaw.

- All children are expected to log into Zoom and Seesaw at the following times. Please note that the Timetable is subject to change.

EYFS Timetable

Daily Timetable

9.00-9.10	Zoom Registration and check in. Please ensure you are logged in by 8.55 am.
9.10-10.00	Maths Breakdown: 20 minutes on Zoom, 30 minutes pupils complete work on Seesaw
10.00- 10.15	Break
10.15-11.05	English Breakdown: 20 minutes on Zoom, 30 minutes pupils complete work on Seesaw
11.05-11.15	Break
11.15- 11.55	Phonics- Breakdown:20 minutes on zoom, 20 minutes pupils complete work on Seesaw
11.55-12.00	Check out
12.00-1.00	Lunch
1.00- 1.15	Story time
1.15-2.00	Science/PE/ EAD/PSED/UW Pupils complete work on Seesaw

KS1: Year 1 and 2

- If unable to access home learning, learning Packs containing printed learning resources will be available from the school for all Year 1 and 2 children with at least 2 days' notice in advance. Teachers will use the Seesaw app to push out details regarding learning activities for children.

- Seesaw: Children in Year 1 and 2 have access to Seesaw app. Login details have been sent home for all pupils. Family sign ins can be requested from class teachers if you don't already have an account.

- Zoom: You don't need an account to access Zoom. Links have been emailed to parents and posted on Seesaw.

- Reading Eggs: All children have been given logins. They should be spending 30 minutes each day working on Reading Eggs activities.

- Times Table Rockstars: Year 2 pupils should be logging into TTRS each day and practicing their Timestables. All children have been provided with their Usernames and Passwords.

All children are expected to log into Zoom and Seesaw at the following times. Please note that the Timetable is subject to change.

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Year 1 Timetable:

Daily Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.10	Zoom Registration and whole class feedback. Please ensure you are logged in by 8.55 am.				
9.10-10.20	English 30 mins -zoom lesson 40 mins -Pupil complete work on Seesaw				
10.20- 10.40	Break				
10.40-11.50	Maths Breakdown: 30 minutes on Zoom, 40 minutes pupils complete work on Seesaw				
11.50-12.50	Lunch				
12.50- 13.00	Zoom Registration and Whole class feedback				
13.00- 14:00	PE	Topic	PSHE/RE	Spanish	Science
14.00- 14.20	Break				
14.20- 14.50	Phonics				
14.50-15.30	Reading Eggs / Reading				

Year 2 Timetable:

Timing:	Subject:
9:00-10:00am	Maths
10:00 – 10:30am	BREAK TIME
10:30-11:30am	English
11:30-12:30pm	LUNCH TIME
12:30-1:00pm	Phonics or Reading
1:00-2:00pm	Topic/ R.E/P.S.H.E/Science
2:00-2:30pm	BREAK TIME
2:30-3:30pm	Handwriting or Spanish

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KS2:

- If unable to access home learning, learning Packs containing printed learning resources will be available from the school for all Year 3 and 4 children with at least 2 days' notice in advance.

- Seesaw: Teachers will use the Seesaw app to push out details regarding learning activities for children. Children in Year 3 and 4 have access to Seesaw app. Login details have been sent home for all pupils. Family sign ins can be requested from class teachers if you don't already have an account.

- Zoom: You don't need an account to access Zoom. Links have been emailed to parents and posted on Seesaw.

- Reading Eggs: All children have been given logins. They should be spending 30 minutes working through Reading Eggs activities as suggested on the timetable. Alternatively, children could also read independently or with an adult. Year 4 children also have access to a app being trialed: Pickatale.

- Times Table Rockstars: Year 3 & 4 pupils should be logging into TTRS each day and practicing their Timetables. All children have been provided with their Usernames and Passwords.

All children are expected to log into Zoom and Seesaw at the following times. Please note that the Timetable is subject to change.

Timetable:

Year 3 Remote Learning Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 09:10	Zoom Registration and Whole Class Feedback. Please ensure you are logged in by 08:55am.				
09:10 – 10:20	Maths 30 mins- Zoom lesson 40 mins- Pupil complete work on Seesaw				
10:20 – 10:40	Break				
10:40 – 11:50	English 30 mins- Zoom lesson 40 mins- Pupil complete work on Seesaw				
11:50 – 12:50	Lunch				
12:50 – 13:00	Zoom Registration and Whole Class Feedback.				
13:00 – 14:00	PE 30 mins- Zoom lesson 30 mins- Pupil complete work on Seesaw	TOPIC 30 mins- Zoom lesson 30 mins- Pupil complete work on Seesaw	R.E or PSHE 30 mins- Zoom lesson 30 mins- Pupil complete work on Seesaw	Spanish 30 mins- Zoom lesson 30 mins- Pupil complete work on Seesaw	Science 30 mins- Zoom lesson 30 mins- Pupil complete work on Seesaw
14:00 – 14:20	Break				
14:20 – 14:50	Times Table Rockstars				
14:50 – 15:30	Reading Eggs/ Reading				

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Timetable:

Daily Timetable

9.00-9.10	Zoom Registration and whole class feedback. Please ensure you are logged in by 8.55 am.				
9.10-10.20	Maths 30 minutes on Zoom, 40 minutes pupils complete work on Seesaw				
10.20- 10.40	Break				
10.40-11.50	English 30 minutes on Zoom, 40 minutes pupils complete work on Seesaw				
11.50-1.00	Lunch				
1.00 – 1.10	Registration and feedback				
1.10- 2.10	Monday	Tuesday	Wednesday	Thursday	Friday
	Geography	Spanish	R.E. / PSHE	Science	P.E.
	30 minutes zoom, 30 minutes pupils complete work on Seesaw				
2.10- 2.30	Break				
2.30- 3.00	Reading Eggs / Reading on Pickatale / Independent book reading				Week 1,3,5: Art / Show 'N Tell /Celebration time Week 2,4,6: Reading/TTRS
3.00-3.30	TimesTable Rockstars				

Headteacher:	A Dokal	Date:	June 2022
Chair of Governing Body:	Kamal Kainth	**Date:**	Jan 2022