

Remote Teaching and Learning Policy

September 2023

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*This policy was further updated in Jan 2021 to reflect the DfE statutory guidance for schools contained in the DfE document: **Restricting attendance during the National Lockdown.***

1. Aims

The Remote Teaching and Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND pupils) who are not attending school because of a national lockdown, in the event of whole school closure or because they are self-isolating.
- Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning, through use of quality online resources and teaching videos.
- Include continuous delivery of the school curriculum, as well as support emotional, health and well-being of pupils.
- Ensure continued professional development for staff (e.g. CPD, phase and team meetings).

This policy was updated in Jan 2021 to reflect the DfE statutory guidance for schools contained in the following document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf

In line with this document, the school is committed to delivering an average of 3 hours a day of learning for pupils in KS1 and 4 hours a day for pupils in KS2. This will be achieved through a combination of live lessons, some recorded lessons and follow up independent tasks.

In line with this guidance, the school expects staff to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can continue to progress through the school's curriculum

2. Who is this policy applicable to?

- Staff members who may be teaching from home due to a national or local lockdown or whole school closure
- Staff member teaching from home in the event of their bubble quarantining.
- Pupil or staff member who is absent because they are awaiting test results for Covid-19.
- Pupil or staff member who is not permitted to attend school because they, or another member of their household or bubble, have tested positive for Covid-19.
- Pupil or staff member who is in quarantine following a visit abroad.

3. Resources to Support Remote Teaching and Learning

- Google Classroom for pupils –the school's chosen platform to communicate with pupils, upload assignments and feedback to pupils on work
- Zoom/Google Hangouts for live daily teaching and staff CPD
- Oak National Academy online lessons - for pupils self-isolating without the main class or awaiting test results and to support delivery of curriculum subjects that do not transfer easily to online teaching
- White Rose Maths on-line - for pupils self-isolating without the main class or awaiting test results and for support groups and some KS1 classes.
- TT Rockstars and Number bots – daily practice and retrieval of times tables (KS2) and number bonds (KS1)
- 'Desmos' as a tool to facilitate immediate feedback to pupils
- 'Mote' as a tool to facilitate verbal feedback for longer pieces of work such as writing

- Printed learning packs for those families who are unable to access remote learning tools
- Other home learning websites found on the school website, e.g BBC Bitesize, RWI spelling zone, letter join

4. Home and School Partnership

Elmhurst School is committed to working in close partnership with parents and carers.

A parents' guide on how to use our various platforms, including Google Classroom is available on the school website. A hard copy is given to those parents who request one.

We encourage parents and carers to support their children's learning, including finding an appropriate place to work and follow the daily timetable given.

The school has sent home a survey to parents to ascertain who has adequate access to technology at home. We request that all parents complete this so that the school can then loan devices to families who are struggling with access to technology.

Staff should ensure that work is set promptly (within a day of being informed of a child's absence).

Should accessing Google Classroom be an issue, parents are asked to contact the school office promptly, who can then provide a log in.

Pupils sign an 'Acceptable Use Policy' at the start of the academic year, which includes e-safety for working on-line both at school and at home.

Staff should follow the guidance in the online safety policy regarding expectations for phone calls, live lessons, video conferencing and recorded lessons.

5. Our remote Teaching and Learning expectations

All members of staff and parents should be aware of the school's expectations regarding remote and blended learning in different scenarios.

Whole bubble or school at home and teacher well:

EYFS

- o Nursery - no live teaching expectations - send home daily activities such as games, investigations etc via parent mail.
- o Reception should have a 30 minute or two 15 min sessions of live interaction. For Reception pupils, teachers should also send home daily activities such as games, investigations etc via parent mail.

KS1

- o Live teaching using google hangouts for the morning (Maths and English) for a maximum of 45 minutes.
- o Teacher to send out link to parents at 9:15 ready to start for 9:30
- o RWI phonics in KS1 – As children are in different groups and have different sounds, so teachers should divide class into roughly 3 attainment groups, directing parents towards online reading book and speed sounds. Set a simple writing activity linked to the book.
- o KS1 teachers should deliver a whole group shared story time or talk through stories rather than live RWI teaching.
- o Please teach a 45 minute daily maths lesson.

- o KS1 afternoons- Teachers should teach a daily foundation subject to their own classes with a minimum of 30 minutes live teaching each day followed by an independent task.

KS2

- o Live teaching using google hangouts for the morning (Maths and English) for a maximum 1 hour per lesson in KS2.
- o Teacher to send out link to parents at 9:15 ready to start for 9:30
- o KS2 support group children – Support group teacher should teach them live. They should not be doing the same work as the main class.
- o KS2 afternoons - minimum 30 minutes introduction via live teaching in the afternoon for the foundation subjects should be set each day, then pupils complete the task independently so teachers can focus on marking/ feedback and planning for the next day.

All

- o All maths and English work should be completed. All key stages should have a Science focus, History or Geography, Art and or Music
- o The focus is on keeping children engaged, focused and motivated- it is understood that outcomes will look different to outcomes in class.
- o Think carefully about the desired learning outcomes and your existing curriculum – try to keep as much continuity as possible and avoid one off lessons.
- o Vary the tasks set – alternate between work submitted on-line and work that children are expected to complete in books, which they can then send an image of.
- o Marking should be kept to a minimum – use self-marking quizzes, whole class feedback and shared outcomes.
- o Keep a register of children accessing lessons and submitting work and follow up on pupils/ families who are not logging on.

Expectations for SEND pupils

- o In line with the school's policy, class teachers should plan for their SEND pupils and provide a timetable of activities for TAs to follow.
- o Children with high SEND needs should be contacted daily by their 1:1 TA and live classroom lessons will be delivered either by Zoom or Google classrooms for up to 30 minutes each day
- o Where appropriate for higher functioning SEND pupils the TA will attend the Google Classroom lessons with the teacher to support learning and follow up.
- o Activities will be sent out in packs, either delivered by TAs or picked up at the reception by parents (parents will be informed of this)
- o Regular activities will be sent at the right level of learning and language development by the SEND team weekly via parent mail to support and supplement home learning
- o Regular weekly welfare calls will be made to parents by the SEND team member or by a TA under their instructions.
- o Where an EHC plan is in place and where requested by parents, the school will accommodate SEND pupils on site.
- o External professionals who are in attendance at school include:
 - Saidi Hamilton - speech therapist, who will be setting up meetings and zoom calls with parents on Tuesdays and will be working with children in school
 - Mr Laurence - Music therapist who will support class bubbles with music activities
 - Ibtissem Amieur - School counsellor will be in working with children on Mondays and Tuesdays either in school or by zoom/telephone by arrangement with parents

LCIS will advise and support SEND team, teachers and parents of pupils with ASD by zoom and telephone

The SEND team are:

- Jane Nash - AHT/SENCO and overview of Nursery, reception, Y1 and Y2
- Liz Turner - AHT with overview of SEND in Y3
- Rosie Gillett - SEND teacher with overview of Y4,5 and 6 SEND pupils.

This team can be contacted at school by parents for advice at any time.

Whole bubble at home teacher unwell:

- o Leadership team member in conjunction with Year Head to direct the learning for the class.
- o If there is enough PPA capacity, a member of the PPA team may be asked to provide live teaching following the guidance above.
- o If there is not adequate capacity, then the PPA teacher and support staff within the year group should set work using Google Classroom, White Rose maths and Oak Academy.

Teacher self-isolating and well but class in school:

- o Teacher delivers live lessons via google hangouts from home for mornings (see above guidance for live teaching)
- o Supply or PPA teacher manages the classroom
- o Supply or PPA teacher delivers afternoon subjects

Teacher self-isolating but unwell and class in school:

- o Class covered by PPA, supply or SLT

Pupil displaying Covid symptoms and awaiting a test, or pupil well and household self-isolating:

- o Teachers will need to establish if the pupil is well enough to access learning – the office can check this.
- o Children who are well should be set daily work on google classroom in both KS1 and KS2.
- o Where possible, children should be set their work that will keep them in line with the rest of the class, e.g by sending copies of reading texts, class readers, grammar activities or accessible flipchart pages.
- o Where it is not possible Use White Rose for maths and Oak academy for all other subjects
- o TA in each team (catch up TA) should be identified and will set work via google classroom (Tas have received training to do so).
- o Teachers can also send home class reader or L and L/RWI text
- o Teachers are not expected to mark the work but do need to check the child is engaging.

Pupil unwell (non Covid symptoms) and able to work:

- o No work to be set as this is just normal absence

6. Roles and responsibilities

The following responsibilities relate to when a whole class, year group bubble is self-isolating

Teachers

- When providing remote teaching and learning, staff will continue to work from 8:30am until 3:30pm during term time.

- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will inform their phase leader. Alternative arrangements will then be made to support the class (see above).

When providing remote learning;

- A class register should be taken daily and teachers must be aware of which pupils are not logging in or submitting work.
- If there are any concerns regarding pupils (including SEND pupils) not accessing Google Classroom, teachers must inform their Phase Leader, AHT for Inclusion and Designated Safeguarding Lead for safeguarding concerns in a timely fashion.
- Teachers will use Google Classroom for teaching and learning.
- Teachers will set work for the pupils in their classes. This includes those responsible for support groups in KS2.
- The work set will follow the usual timetable for the class had they been in school, wherever possible. A full timetable can be found on the school website
- Teachers do not need to create additional or separate planning for remote learning - they should use existing planning formats and proformas.
- Plan for SEND pupils if their requirement is different from the whole class.
- Teachers are expected to feedback to pupils about their work - not every piece of work can be marked via google docs but teachers should feedback regularly to pupils either individually or through whole class feedback at the start of the next lesson.
- Teachers should follow up with a phone call home to pupils not attending live lessons or not submitting work.
- PPA staff will be allocated to a team to support with remote teaching or other tasks as directed by the Year Head and Phase Leader
- PPA staff may be required to deliver live lessons in the event of staff absence and sickness
- All staff are entitled to 1 afternoon of PPA per week and on this afternoon the class will double up with another in a non core subject (e.g music, French, art, PSHCE or RE) to ensure curriculum coverage is maintained for pupils
- Any complaints or concerns shared by parents or pupils will be reported to a member of Leadership Team. For any safeguarding concerns, these will be referred immediately to the Designated Safeguarding Lead (DSL) or one of the Deputy DSLs.

Parents are responsible for:

- Parents must ensure their child logs onto Google Classroom and completes the set work.
- Supporting the child to upload work - the school understands there may be a delay in this due to the fact that some pupils may need to complete work later in the day.
- If there is a concern around the level of engagement by the pupil/s, parents can contact the school.
- All parent/carers emails should come through the school admin account info@Elmhurst.newham.sch.uk, through parent mail, or by contacting the school office by phone.

Teaching Assistants

- Teaching assistants will continue to work from 8:30am until 3:30pm during term time
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they must report this using the normal absence procedure.

- Teaching Assistants supporting SEND pupils will set work on Google Classroom or provide home learning packs or 1:1 calls to these pupils as directed by their line manager
- They may be required to complete other tasks as directed by their Phase Leader or AHT for Inclusion.
- TAs in each team may be asked to upload work onto google classroom on behalf of teams - TAs have been trained in how to do this.
- TAs delivering catch up should continue to do so remotely as directed by the DHT or AHT responsible for that team.
- Any complaints or concerns shared by parents or pupils must be reported to a member of Leadership Team. For any safeguarding concerns, these will be referred immediately to the Designated Safeguarding Lead (DSL) or one of the Deputy DSLs.

Subject Leaders

Alongside any teaching responsibilities, subject leaders are responsible for:

- Considering whether the aspects of the subject curriculum need to change to accommodate remote teaching and learning.
- Continuing to work on their long term curriculum objectives
- Working with teachers to make sure all work set is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject remotely.

Phase Leaders (AHTS and DHT)

Alongside any teaching responsibilities, Phase Leaders are responsible for:

- Coordinating remote teaching and learning for their phase, including daily monitoring of pupil attendance and engagement in lessons , ensuring lessons are of high quality, offering planning support and discussing any concerns.
- AHTs and DHT may be required to deliver live lesson on behalf of a teacher in the event of sickness
- Ensuring regular meetings are held with their teams.
- Monitoring the security of remote learning systems, including data protection and safeguarding concerns.
- Contacting parents if there are any issues or concerns raised by staff.
- Calling individual children for welfare or support calls
- All other work pertaining to their area

Designated safeguarding lead and Deputy Designated Safeguarding lead

- The DSL (Jane Nash) and Deputy DSLs (SLT team) are responsible for managing and dealing with all safeguarding concerns.
- DSLs will continue to conduct safeguarding children team meetings remotely.
(For further information, please see the Safeguarding and Child Protection Policy).
- Regularly check Safeguard emails, update Safeguard with recent actions and liaise with staff and external agencies regarding vulnerable pupils.
- Liaising with identified/vulnerable pupils and their families.

Assistant Head Teacher for Inclusion

- Liaising with ICT manager to ensure that the technology used for remote teaching and learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensure pupils with EHC plans will continue to have their needs met while learning remotely in accordance with guidance from the Local Authority.
- Liaise with staff and outside agencies including Speech and Language Therapist to make alternate arrangements for pupils on EHC plans.
- Liaise regularly with parents and carers of pupils on the SEND register.
- Liaise with parents of Looked After Children.

IT Manager

- Resolve any issues with IT systems and platforms, including Google Classroom
- Support staff and parents with any technical issues they may be experiencing.
- Review the security of remote learning systems, flagging up any issues with the School Business Manager and Deputy Head Teacher.

School Business Manager

- Ensure value for money when arranging the procurement of equipment or technology needed for remote learning.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Continue with financial work on behalf of the school.

Office Staff

- Check info@elmhurst email and forward to relevant staff and/or SLT on a daily basis.
- Update SIMS information as and when required.
- Liaise with the site supervisor regarding school post and deliveries.
- Make welfare or support calls to families
- Maintain communication with the Office manager daily regarding work – what has been completed? What is outstanding? And any further work to be carried out remotely?
- Any complaints or concerns shared by parents or pupils must be reported to a member of Leadership Team– for any safeguarding concerns, refer immediately to the Designated Safeguarding Lead/or one of the Deputy Safeguarding Lead.

Pupils and Parents

Pupils should:

- Complete work set by teachers or teaching assistant on time.
- Seek help if they need it, from teachers or support staff if they are worried about anything.
- Inform teachers if they are struggling with work set.

Parents should:

- Make the school aware if their child is unwell and cannot attend lessons on Google Classroom.
- Inform the school if they have any queries or concerns regarding their pupils learning.
- Ensure their child follows the timetable given and completes the work set.

Governing Body

- Monitoring the school's approach to providing remote teaching and learning to ensure it is of high quality.
- Ensuring systems are appropriately secure, for both data protection and safeguarding reasons

7. Attending Meetings / CPD (Continuing professional Development training sessions)

- All staff will attend weekly CPD meetings and training sessions via Zoom or Google Meet as directed by the Headteacher..
- When attending meetings, staff should adhere to the school dress code and ensure the location is appropriate.

8. Safeguarding

The school Safeguarding, Child Protection and Early Help policy has an addendum, providing additional details for support during remote teaching and learning.

Role	Name	Contact Details
Designated Safeguarding Lead	Jane Nash (SENDCO)	Telephone: Email: info@Elmhurst.newham.sch.uk
Deputy Safeguarding Leads	Sukwinder Samra Nia Silverwood Leanne Lowe Samira Islam Katherine Roberts Elizabeth Turner	
Family Support Worker	Ms Ayesha Sahebodin	
Chair of Governors	Mrs Marjorie	

9. Data Protection

When accessing Personal Data for remote learning purposes, all staff members will:

- Access data from a secure cloud service or the server in the school IT network.
- Not share own personal data i.e. mobile number or personal email address with parents and pupils.

All staff members will take appropriate steps to ensure devices remain safe. This includes, but 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 – including installing updates

10. Monitoring Arrangements

This policy will be reviewed termly.

11. Further Guidance

Further guidance can be found in the following policies listed below:

- Safeguarding, Child Protection and Early Help Policy / Safeguarding and Child Protection Addendum
- Behaviour Policy
- Data Protection Policy and Privacy Notices
- Online Safety policy (adapted from NPW and London Borough of Newham)
- Acceptable Usage Policy

Appendix 1 - Staff guidance for online teaching

1. Staff must remain professional at all times. The online learning environment should respect the same boundaries as the classroom.
2. Staff must not use text language e.g lol when communicating with parents and children.
3. Staff must not engage in video chats with individual children or with smaller groups of children. This facility must be used for a whole class discussion only.
4. Year heads should inform their relevant SLT member of the day their year group will have video chats with their classes (one video chat a week is suggested for each class).
5. Staff should ensure that they understand how to use the online chat features before they conduct a classroom video chat.
6. If staff are recording a video, taking a photo for their class or conducting a video chat, they must do this in a 'neutral area' where nothing personal or inappropriate can be seen in the background (beds, contact details, adult material). Staff need to be dressed appropriately.
7. Staff should ensure that any phone calls are made from a private number (typing 141 before the contact number) so that personal contact details are not visible to pupils and parents.
8. Staff must report any behaviour of other staff or pupils, which they believe may be inappropriate or concerning in any way, to the designated Safeguarding Lead **Jane Nash**.

Appendix 2 - Online guidance for pupils

1. I will think before I type or say something online. I follow the same behaviour rules online as I do offline.
2. I will not use text language, for e.g 'lol' when talking to my teacher or classmates during a video chat.
3. I will only go on a video chat if my trusted adult knows I am doing it and who I am talking with.
4. I will only join a video chat with my teacher and class in a safe and appropriate place in my home (not a bedroom).
5. I will wait my turn to speak in a video chat rather than shouting out.
6. I will not start or join an online chat if my teacher is not present. If somebody does this, I will inform my teacher immediately.
7. I will not share any passwords or personal information with my teacher or classmates during a video chat.
8. I will not record any video chats that I have with my teacher and classmates.