



Keir Hardie Primary Remote Learning Policy

Our pupil's well-being is at the centre of our thinking. To promote positive wellbeing we need to build our pupil's resilience and confidence both emotionally and academically. We acknowledge that our pupils will have had different experiences during the pandemic (Covid-19). Our quest and mission as educators, after any period of reduced engagement, should be to journey with our pupils through a process of re-engagement, which leads them back to their rightful status as fully engaged, authentic learners.

With this in mind, as a school community, we need to think about the most effective transition from face to face learning within the classroom and beyond to a blended learning approach, in the event of a localised lockdown, or isolation of bubbles. The transition needs to be effortless.

We will endeavour to work closely with our parents, carers and our most vulnerable families to ensure that we fully support them in ensuring they are confident in assisting their children with remote learning

Curriculum:

We have adopted a holistic approach to learning. We recognise that the pandemic has led to a loss in learning. In order to address the emotional wellbeing and resilience of our pupils we have adopted the Barry Carpenter 5 Leavers (as a reader I'm left mystified – what are Barry Carpenter's 5 leavers?) to support our pupils but equally make it the centre of our ethos. We place a significant emphasis on mindfulness so that we are able to successfully re-engage our pupils with their learning. Both our formative and summative assessments will enable us to identify gaps in pupils learning for both our core and foundation subjects. This will assist us in making the relevant and much needed adjustments to our broad and balanced curriculum.

What is blended learning?

Blended learning is a method of teaching that combines technology/ digital media education (facilitated by the teacher) alongside traditional teacher-led **classroom** activities. A teacher may use google classroom to teach, model lessons using audio recordings and to scaffold learning so that the face to face classroom can be replicated digitally.

Roles and responsibilities:

Staff Aims:

- Ensure whole school consistency in the approach to supporting remote learning for pupils not attending school.
- Ensure that there is a smooth transition from face to face learning to home learning-online platform.
- Set out expectations for all members of the school community with regards to blended and remote learning processes.
- Provide appropriate guidelines for data protection, training and policies of online use to all stakeholders.
- Have a clear understanding of how best to support families who do not have access to electronic devices.
- Undertake ongoing questionnaires to pupils and parents on how to improve our systems.

Roles and responsibilities:

Teacher Expectations:

When providing remote learning, teachers must be available between the hours 9:00-3:00.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, this should be reported using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Staff must log on 10min before the pupils-lessons between from 9:00-3:00
- Providing a structured timetable to include the subjects that will be covered for the day, week and timings of each session. The time table should include a mixture of live and pre-recorded lessons. Note that timetables should be mailed to Mr Bond by Friday Midday so that he can upload this onto the website
- Beginning of each working day with a mindfulness activity, a motivational/ inspirational quote should be posted (pupils should be supported to reflect and share their thoughts).
- At the end of the session teachers can pre-empt learning for the next day.
- Modelling a 30 minute live stream session of 'Reading for pleasure', a reading session focussing on key skills, maths, writing and foundation subjects daily (this will be expected for out of the 5 days)
- During the independent sessions staff are not to leave the classroom but stay and support the learning
- Ensure that there is an even split of the workload between year groups (delivery will be negotiated between the team).
- Setting examples and practice activities and learning, which will address reading, writing, maths, foundation subjects and a creative task for the afternoon session.

- Work will need to be modelled then pupils will need to practice at the end of the flipchart you could have with more examples to leave pupils with to get on with.
- Ensuring that there are examples and differentiated practice questions (for maths, grammar, spelling and punctuation) of varying levels of challenge so that all pupils are able to achieve success.
- Ensuring that writing should include a modelled paragraph that demonstrates the range of elements pupils need to include in their writing.
- Flipcharts should be uploaded to Google Drive, **by Friday 3:00 pm**
- **Daily flip charts will be scheduled to go out onto the Google Classroom** – Phase leaders and SLT and support their team where needed to ensure this takes place.
- Communicating with staff that are in school via e-mail to highlight roles e.g who will be responsible for delivering subjects and a list of pupils for whom TAs will provide focussed support.
- **All sessions must be recorded for safeguarding purposes**
- **All staff that are on Rota in school will be making phone calls to pupils at 1:00. At that time the partner teacher who is working from home will live stream to the other class with the support of the additional adults. Note all adults must fill in the columns that appear on the Safeguarding & Wellbeing Tracker.**
- The **daily register** will be used to gauge how pupils are interacting/engaging with the tasks for the day. Where pupils are not engaging the **learning mentor/office staff and SLT** will follow up with a phone call. **Teacher will also ensure that at least once a fortnight they will call all pupils to check on wellbeing.** If there is no answer then it is the responsibility of the teacher to inform the Learning Mentor via e-mail who should then follow up and touch base with pupils and their families to ensure pupil well being is safeguarded.
- Ensuring adherence to the Teacher Standards Part 2 (Staff Hand book) and the TA standards.

TA Expectations:

- When assisting with remote learning, teaching assistants must be available between 9:00-3:00.
- TA's will support the teacher in modelling for break out groups or an individual pupil using a laptop.
- If both the TA and Teacher are in school they must ensure that they are in the same class so that the TA can be directed to individual pupils or groups.
- TA's will ensure that they read the planning and are clear about the learning. If they have any questions these should be raised with and explained by the teacher.
- All adults must engage and be familiar with the planning.
- TA's must ensure that they adhere to the code of conduct as outlined in the Staff handbook

Learning Mentors:

- **Will call in parents in the morning to remind them to ensure that their children have logged on if they are not in the classroom. They will also check the afternoon register**
- **Will run weekly Nature groups for identified pupils**
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SENCO:

The SENCO is responsible for coordinating provision for pupils with SEND across the school, as set out within the school's Special Educational Needs Policy.

During a period of enforced school closure the SENCO will continue to:

- Lead the liaison for pupils with SEND and their families;
- Ensure completion of necessary SEND paperwork including referrals to outside agencies, Annual Reviews, liaising with other professionals etc
- Liaise with school staff regarding pupil needs, feedback from parents etc
- Support staff with planning and resources, to ensure pupils are supported with their learning

Subject leads/Phase leaders:

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of their curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work sets are appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are achievable.
- Monitoring the remote work set by teachers in their subject – explain the expectations: through regular meetings with teachers or by reviewing pupil work set.
- Signposting teachers to relevant resources that can be used to teach their subject remotely

SLT Responsibilities

Senior leaders are responsible for:

- Being visible in the google classroom daily.
- Supporting their teams in planning, resourcing and delivery of the curriculum.
- Holding weekly phase and planning meetings using the google meet platform.
- Ensuring that they are constantly keeping in touch with and monitoring the well being of staff via phone calls, especially those staff that may be shielding or needing support.
- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning with subject leads and whether the work set is responsive to the needs of all pupils.
- Ensuring staff absence is communicated to the SLT and phase leaders
- Monitoring the engagement in the remote learning offer.
- Ensuring any comments made during monitoring is included in feedback to teachers.
- Ensuring that where teachers are working in school, with pupils, arrangements are in place such that the responsibility for setting online learning is allocated to another member of staff or additional time is provided by the school.
- Directing the work of Teaching Assistants and other support staff, in conjunction with class teachers.

Expectations For Non Class based teachers:

- PPA cover
- Support allocated year groups with pupil feedback and teaching of lessons
- Cover phase leaders for release time

- Plan teaching of lessons for their allocated subjects

Governing Body Responsibilities:

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure a continuing high quality education.
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Supporting staff and pupil wellbeing.
- Checking how the school is safeguarding the pupils, both those in school and those remaining at home, and be aware of any issues arising from this

Attending virtual meetings with staff, parents and pupils:

- When attending virtual meetings with parents, you must adhere to the dress code. It is important that you dress appropriately at all times.
- If teachers are involved in virtual meetings then the partner teacher and the TAs will be responsible for ensuring that the lessons take place during the online modelling. SLT leads will ensure that they too support the teacher in facilitating the modelling.

Safeguarding:

Safeguarding is everyone's responsibility. We all have a duty of care for ourselves and our pupils.

- Ensure that you use the pink form or Safeguard to log any concerns immediately so that the necessary action can be taken
- Designated Safeguarding Lead: The role and responsibilities of the DSL are set out in the school Safeguarding and Child Protection Policy. Ideally a trained DSL (or Deputy) will be available on site. Where this cannot be achieved, a DSL (or Deputy) will be available by phone or online video call – for example when working from home.

The DSL will:

- Continue to engage with social workers and other key contacts for families and attend all multi-agency meetings, which may be held remotely or by phone.
- Have key contact details available to them, even when working away from school eg. MASH, Children Services, Police etc.
- Ensure that staff are able to contact a DSL, especially during the time that they are live streaming or making a one-to-one call.
- Ensure the security of remote learning systems is monitored, including data protection and safeguarding considerations
- Ensure that the Learning mentors and Deputy DSL make contact once a week with vulnerable pupils

Please see the following for updates concerning safeguarding in relation to home learning. COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.

GDPR COMPLIANCE-ACCESSING OF PERSONAL DATA

- When accessing personal data, all staff members will:
- All staff have access to SIMS to record any parent contact or concerns about children, this is accessed via a secure password.
- Ensure you log out after use.
- Do not allow access to the site to any third party. Teachers are able to access parent contact details via Integriss using a secure password.
- Do not share any details with third parties and ensure Integriss is logged off.

- SLT have the ability to locate personal details of families when required through securely accessing Integris.
- SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.
- Sharing personal data Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system.
- Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

- These tips are based on our article on GDPR and remote learning. Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place. 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
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- Google Meets recordings in which children are present will be kept for 5 days to allow us to conduct any investigations into misuse or malpractice, should the need arise.
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Keeping in touch with pupils who are not in school - Teachers and Learning Mentors:

- Teachers are expected to make telephone calls to pupils in their class at least once a week.
- If there is no response then this should be recorded on the tracking and engagement sheet so that the learning mentors can access the information and follow up.
- Learning mentors will follow up on any concerns especially for vulnerable pupils. (Why especially for vulnerable pupils? Surely all concerns will be followed up... This could be read that following up concerns about pupils who are not deemed 'vulnerable' might not necessarily be followed up)
- Learning mentors can also provide on-line virtual nurture group sessions to support vulnerable pupils and any pupils who require additional emotional support.
- Attendance/House points and MAGIC achievements celebrated weekly on the remote learning website

Planning:

- All teachers will be expected to plan for reading, writing, maths, creative curriculum and foundation subjects.
- Our existing flip charts are child friendly and parent friendly so that no learning time is lost should an individual or whole bubble be infected with Covid-19 (see flipchart expectations).
- The week's flipchart will be uploaded to the Keir Hardie drive and uploaded to google classroom so that parents and pupils are able to prepare for the next days learning
- Planning should be split over two days so that learning is consolidated and is taught within the time frame.
- Staff will use the following websites that have been quality assured in addition to the Newham partnership videos and Oak Academy that is on the school website
- www.talk4writing.com
- www.whiterose.com

- www.ncetm.org.uk
- www.oxfordowl.co.uk

Assessment:

- As in the classroom both formative and summative assessments will continue to take place in order to inform and adjust the learning journey so that it identifies and addresses misconceptions and better matches pupil needs.
- At the end of a session, learning will be evaluated against the learning objective and success criteria. This can be achieved on the google classroom platform through a “thumbs up” or “thumbs down” icon that pupils can be instructed to use (a similar assessment process used in class).
- At the end of the week or unit a short quiz could be provided of no more than 5 carefully constructed questions to assess the degree of pupil understanding.
- Weekly homework will be assigned and used to consolidate teaching thereby further narrowing the gaps.
- [Reading references: Outstanding formative Assessment by Shirley Clarke](#)
- [Formative Assessment in action by Shirley Clarke](#)
- [Thinking Classroom by Shirley Clarke](#)

Providing feedback on work:

- Pupils are expected to upload their work.
- As the pupils post the work they have completed the teacher can choose individual pupils to respond to if more support is required.
- A good work sticker or a smiley face emoji can be used especially in EYFS and KS1.
- Feedback can be given to a group.
- When giving feedback focus on the learning. Positive first then the improvement required e.g I can see that you understood step 1 but missed out step 2 that is why the answer is incorrect. Start with positive first then move to the improvement.
- Feedback comment must be subject-specific; it shouldn't be just Well done! But rather linked to the learning use your success criteria for this E.g Well done you have used capital letters at the beginning of your sentence
- Teacher should ensure that there is 2 pieces of evidence for Peer feedback/2 pieces of feedback for Self assessment/1 piece of evidence where the teacher gives in depth feedback a positive comment and 1 area for development linked to the LO and SC
- Pupils can send any completed work to teachers via Google Classroom
- Teachers can mark and return work to pupils via the comments feature
- Teachers should mark work daily and return with a comment to the pupil within 24 hours
- [Reading references: Enriching feedback in primary classroom by Shirley Clarke](#)
- When giving feedback adults need to begin by asking their pupils the following 2 questions:
- What are you doing well in this subject?
- What do you need to do to improve your work in this subject?
- If pupils can answer these questions accurately, using subject-specific detail, then this is deemed to be effective feedback.

- To make this happen, build in dedicated lesson time, or entire lessons, for feedback. This includes activities such as working from prompt sheets, peer marking, analysing model examples, working through sample questions as a class, and self-correction.

Registers and Attendance: Schools have a responsibility to record attendance and follow up absence. We have a duty of care for all our pupils!

- Teachers and TAs complete the register from 9:00 and return by 9:30. All registers to be completed by 9:30
- Teaching Assistants to continue to update the registers when pupils are coming online to ensure that phone calls home by LMs are only for pupils not attending
- Learning mentors/ Office Staff, SLT and EYFS staff will pick up on non-attendance of pupils that have not logged on and fill in the section on the register with the outcome in terms of those pupils that they have contacted. EYFS - EYFS staff/ Y1 and Y2 - Sonja + Josephine/ Y3 and Y5 - Asma + Rachel/ Y4 and Y6 - Anton + Simon
- SLT and office staff in school will also support Learning Mentors within the phase in calling parents
- When calls are made to pupils, adult calling must ensure that they fill in the section on that class that indicates 'Call made by /Contact Successful –Yes or No/ Outcomes'
- Teachers/ SLT/ Phase leaders can all use this one form to monitor attendance
- After 3 days a no-contact for online learning, a parentmail will be sent to parents reminding them of their duty to ensure that pupils are learning online with the links to Google Classroom. Ensuring that pupils have access to online learning through laptops, wifi
- After no contact for 3 days and pupils not being online, information of lack of contact will be uploaded onto Safeguard - possible CME
- Code X will still be used on the register for monitoring purposes until further notice
- After 5 days of no-contact, home visits will be made by LM.
- AMS will be informed if no contact has been made after 5 days and there is no answer during the home visit
- Vulnerable pupils: if no contact has been made for 3 days, home visits will be made by LM - upload information onto Safeguard to inform DSL
- DSL will be informed of those pupils who are on CP or CIN plans and who are not in school or online for the first day
- Teachers in school will be expected to make 'keeping in touch' phone calls to pupil

STAFF CODE OF CONDUCT WHEN ENGAGING PUPILS ON GOOGLE MEET

- Staff must log on 10min before the pupils-lessons between from 9:00-3:00

- All sessions must be recorded for safeguarding purposes. Pupils and staff should be reminded of online learning environment expectations and should uphold the same boundaries as the classroom.
- No face-to-face meetings should take place outside the school premises, unless cleared by SLT.
- Staff must remain professional at all times, using professional language when communicating with pupils online.
- Staff must not engage in private chats with pupils.
- Staff must not share passwords or personal information at any time.
- Staff must not use private systems (e.g. personal Google or Microsoft emails, or personal mobile devices) either within or beyond the school when communicating with pupils or their parents/carers) and personal staff mobile numbers should not be given out to pupils.
- It is the responsibility of each adult in the school to ensure that they sign in and out any electronic devices they are taking out of the school by completing the Offsite Agreement Form.
- Staff to ensure that they are in the classroom from the hours 9:00-3:00.
- Staff to ensure that all pupils have left the classroom before they leave.
- All sessions must be recorded for safeguarding purposes.
- No personal or inappropriate information should be in shot (phone numbers, beds, adult material).
- Staff will adhere to the Acceptable Use Policy which is already used in school.
- Staff members may need to collect and/or share personal data such as email addresses, pupil feedback to either the SENCO, DSL or Learning mentor as part of the remote learning system. As long as this processing is necessary for the school's official functions and follows the AUP individuals won't need to give permission for this to happen.
- Staff are reminded to collect and/or share as little personal data as possible online.

Pupil Google Online Sessions Code of Conduct

This code of conduct outlines what we expect of pupils during online sessions. These match our expectations of pupils in lessons when they are in school and it will help pupils get the most out of their online learning.

I understand that by joining the sessions I agree to follow the code of conduct outlined below:

- I understand that while online, I must follow the school's policies including the Behaviour policy, Anti-bullying Policy and the Acceptable Use Policy.
- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities; (is this an expectation of teachers or pupils? I'm not clear how this forms part of a pupil code of conduct...)
- I will ensure that my communication online is always supportive of my learning and the learning

and wellbeing of others.

- I will communicate in a courteous manner at all times.
- I will only use Google classroom for online learning and will only upload, download , forward or browse materials that are related to my learning and will only do this when asked to do so by my teachers.
- During live online sessions, my parents/carer will be near me (in the room or a nearby room with the door open but not on the screen).
- My parents/carers will not record the session as they will be with me. If my parents has a complaint they will inform the school and ask to speak to a senior member of staff (Is this an expectation re: code of conduct for pupils or parents?).
- I will not use my school account to create groups, initiate calls or meetings and will end sessions when the teacher tells me to do so.
- I understand that in live lessons/meetings my camera must be on and I must remain muted unless my teacher unmutes me or directs me to unmute.
- If I do want to raise a question whilst muted I will use the chat box to type it. All questions must be linked to the learning.
- When taking part in an online session I will make sure that my environment is quiet and free from distractions, the background and foreground is appropriate (check what is visible behind/ in front of you).
- I will ensure that I am suitably dressed (fully dressed and not in pyjamas!).
- I will remain attentive at all times.
- I will regularly check my google classroom to help ensure that I keep on track with my learning.
- I will not take photos of my screen or record online interactions .
- At the end of live lessons/google meetings my teacher will ask me to 'hang up' before closing the meeting. I will do this promptly as directed by my teacher and not remain on screen.
- I understand that online sessions will be recorded by my teacher but that the recordings will not be made public as per GDPR protocols.
- I understand that should I fail to follow this Code of Conduct, my teacher will remove me from the google classroom and there will be a follow up consequence for my actions.

Remember with social media, when you type something it's always there and you can't take it back. So be careful of what you say and write.

Google Classrooms Code of Conduct for parents:

- I will ensure my child has access to google classrooms and inform the school if they can't access it.
- I will ensure that at some point during the day that my child says hello on the stream chat.
- If I want to give feedback to the teacher I will do this through the appropriate channel using info@keirhardie.newham.sch.uk or call the office on [0207 476 1284](tel:02074761284)
- I will do my best to support my child to complete any remote learning work set for them, and get in touch with school if this won't be possible for any reason
- I may be contacted by the school if my child is failing to complete the work set for them
- When my child joins a google meet I am aware it is being recorded for safeguarding reasons.
- I will ensure that I will provide a quiet space that has a suitable background when my child is engaging in the google meet sessions
- I will ensure that I will remain courteous at all times and be mindful of the language I use.
- I will support my child to ensure that they follow the Online Code of Conduct.

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on our secure class teams. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

Monitoring arrangements This policy will be reviewed as and when updates to home learning are provided by the government by N.Singh. At every review, it will be approved by SLT.

Links with other policies This policy is linked to our:

- Behaviour policy Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy Online safety policy

EXAMPLE TIMETABLE FOR ON_LINE LEARNING-GOOGLE CLASSROOM

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:15	Attendance Register/PE video streaming	Attendance Register/PE video streaming	Attendance Register/PE video streaming	Attendance Register/PE video streaming	Attendance Register/PE video streaming
9:15- 9 :30	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure
9:35- 10:05	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
10:10- 10:25	Break	Break	Break	Break	Break
10:30-11:00	Writing	Writing	Writing	Writing	Writing
11:00- 11:30	Maths	Maths	Maths	Maths	Maths
11:30- 12:00	Science	Science	Science	Science	Science
12:00- 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00	Consolidation and Catch up English and Maths	Consolidation and Catch up English and Maths	Consolidation and Catch up English and Maths	Consolidation and Catch up English and Maths	Consolidation and Catch up English and Maths
2:00-3:00	Foundation Subjects	Foundation Subjects	Foundation Subjects	Foundation Subjects	Foundation Subjects