

Ryders Hayes School

A Primary Learning Academy



Remote Learning Protocol

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Head of School
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'Do the right thing to be the best you can be'... 

The School seeks to promote behaviour based on mutual respect between all members of the School community. Ryders Hayes aims to:

...nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of: enquiry; adaptability; resilience; morality; effective communication; thoughtfulness; collaboration; respect; international /open mindedness and a growth mind-set.

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
- Support Priority 1 of School Priorities 2020/21

Remote learning will follow these principles:

- 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

2. Roles and responsibilities- named Senior Leader responsible for Remote Learning is Jaz Paul, Head of School.

2.1 Teachers

Teachers will normally be available between 8:30am and 4pm. 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 procedures, or make suitable flexible arrangements with team leaders and SLT to ensure that they are able to fulfill their role.

The school has worked hard to prepare for remote learning and live streaming via Google Classroom and Seesaw. The intention would be to stream live lessons each day. Should this not be possible the work can also be set via MSTeams and Seesaw daily, uploaded to Seesaw or emailed to the class teacher with daily responses/feedback to the child. (as in Summer Term)

Google Classrooms is used to create virtual classes by drawing information from schools' Management Information Systems, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.

Setting & Feedback Work

When providing remote learning, teachers are responsible for:

- Creating a weekly timetable of work for their year group in liaison with year group partners. This must include subjects from across the breadth of curriculum as per our Recovery Curriculum.

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- Working as a year group team to ensure the above work is planned and ready.
- Work needs to be set each morning via Google Classroom or Seesaw (EYFS)
- Loom software used to give verbal feedback remotely
- When teaching live, teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function. Google forms, Kahoot, which will offer rapid feedback and allow live marking.
- Additionally, textbooks can be used at home to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Consistency across the year group should be achieved through the usual joint planning (PPA)
- Online line safety curriculum to be followed at **thinkuknow** website. The page has been created to support parents during COVID-19 and the closure of schools. Each fortnight, they will be releasing new home activity packs with simple 15 minute activities that can be completed at home to support children's online safety at a time when they will be spending more time online.
- Pupils with limited access to devices will be provided with a bespoke package of either a tablet from school/ DFE laptop & Dongle or paper workbook.
- Pupils using workbooks will receive a weekly call from their teacher and guidance on learning journey. (These can be delivered by the Attendance Officer if family are isolating)
- Emails/ learning returned from parents will not be answered after 7pm
- Any complaints or concerns shared by parents, staff or pupils will be escalated to Team Leaders and/or Safeguarding Team as appropriate
- Failure to complete learning after three consecutive days will result in a call to the parent in the first instance, with appropriate follow-up with senior leaders
- School email (via Google Mail) will be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways.
- School drop-off points will be in place where despite all efforts no remote learning platform is available for the child at home.

Assessment

- Teachers will use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back on Google Classrooms.
- Knowledge Mat content will be assessed regularly using low-stake quizzes.
- Teachers will create regular, pre and post-lesson quizzes on Google Forms.
- Adaptations to NFER and PUMA assessments used with pupils in a timely manner.
- Consideration to be given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions of assessments.

EYFS

- Priority given to progress in early reading inc. Phonics
- Ensuring continued access to appropriate reading books
- Early reading resources made available: 1000 stories;
- Support videos created by teachers for bespoke Phonics development at home using Seesaw and Google Classroom.

- 1:1 and/or small groups 'live' sessions focusing on Number and Phonics

SEND

- Parents supported to allow the appropriate provisions available at home for SEND pupils to learn
- Specific resources provided by school to support SEND needs e.g. Special pencil grips, wobble boards, coloured paper etc..
- Individualised planning and activities provided, where possible integrate Oak Academy resources to support remote learning sequence.

Attending virtual meetings with staff, parents and pupils:

See Staff Protocol for:

- Dress code
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

Workload will be managed by SLT according to whether the teacher is operating from school or remotely in a year group team, and/or streaming from Google Classroom.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:45am-3:30pm.

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 procedures, or make suitable flexible arrangements with team leaders and SLT to ensure that they are able to fulfill their role.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:

e.g. Pupils with SEND,

Vulnerable children

Supporting with live chat streaming

Leading learning where appropriate due to staff sickness

- Attending virtual meetings with Teaching Assistants, parents and pupils:

See protocol for staff.

- Dress code
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Adapting aspects of the subject curriculum which need to change to accommodate remote learning/ recovery curriculum and provision of knowledge mats electronically to support the acquisition of knowledge and skills.
- Working with staff teaching their subject remotely to make sure all work set is 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 being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – regular meetings with teachers and by sampling/ reviewing work set as they would if children were in school.
- 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- GSuite led by Head of School and Innovation ICT Leader/ KS1 ICT Leader, and other supporting software.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents. Weekly 'Shout-outs' in Newsletter which pulls together examples of excellent work and awards Trackit Points for excellent engagement or outcomes. This will be sent via ParentMail to all parents and pupils.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring uptake and engagement of remote learning and contacting any families not engaging; maintain an up-to-date record of which pupils and families do not have device or internet access.
- consider how school technology resources could be used in future to support pupils without sufficient remote facilities e.g. DFE funded devices 'Get Help with Technology'; 30 wordpads; Neverware Chromebooks (15) with a loan agreement to help protect school property.
- Involving Pastoral Lead/ Attendance Officer with any vulnerable families.

2.5 Designated safeguarding lead

The DSL/ Safeguarding Team is responsible for:

As above, see Safeguarding Policy

2.6 IT support

The Head of School and Innovation ICT Leader/ KS1 ICT Leader will address any initial issues and signpost accordingly to IT Support Team, who will:

- Fix issues with systems used to set and collect work
- Help staff with any technical issues they are experiencing, who will in-turn support parents
- Review the security of remote learning systems and flag any data protection breaches to the data protection officer

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider that they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work or have any concerns for their safety

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work- First Day calling for illness
- Seek help from the school if they need it – e.g. any with additional resources
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible, through the Crisis Group initially.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals: (see Staff Planner)

- Issues in setting work –Subject Leader /SENCO/Team Leader
- Issues with behaviour – Phase Leader
- Issues with IT – IT Support Team/ Innovation Leader
- Issues with their own workload or wellbeing – Team Leader
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the Safeguarding Team

4. Data protection

4.1 Accessing personal data

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

- Use secure Cloud based service via Ormiston Sheffield Academy
- Seek support of Finance Director for any issues related to GDPR

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails/ phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. Additional security settings are in place via GSuite system

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

Talk to DPO (Data Protection Officer) for advice and follow GDPR protocols.

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

See Child Protection Policy (Appendix)

6. Monitoring arrangements

This protocol will be reviewed regularly in accordance with Government guidance updates and reviewed at Crisis Group Committee meetings.

7. Links with other policies/guidance

This policy is linked to our:

- Behaviour for Learning policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy- Covid adaptations
- Online Safety Policy
- Remote Learning March 2020
- Recommendations for tutoring