Rookery School

Remote learning policy

Approved by:	Rookery School	**Date:** 6 /11/ 20
Last reviewed on:		
Next review due by:	November 2021	

Contents

---

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.

Key principle behind our remote learning offer is that children must make progress.

However there is still a place for daily practice and consolidation for example;

- Multiplication
- Number bonds
- Spelling rules
- Vocabulary
- Phonics
- Handwriting
- Speed reads/fluency
- Summarising

Remote education should still adhere to the following good practice embedded in our curriculum and teaching (Rosenshine Principles see below):

- Review prior learning
- Direct instruction/modelling
- Guided
- Independent
- Checking/assessing understanding.

Staff are familiar with:

The Rosenshine principles:

1. Begin the lesson with a review of previous learning.
2. Present new material in small steps.

---

3. Ask a large number of questions (to all children).
4. Provide models and worked examples.
5. Practise using the new material.
6. Check for understanding frequently and correct errors.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Monthly and weekly reviews.

We believe the way to engage with Rosenshine principals during Remote Learning is to not think of the principles as a recipe; instead, think of them as more of a number of potential ingredients that can be combined depending on need.

**See appendix one: EEF guide to supporting planning

**See appendix two : Subject specific implementation of our Remote Learning Curriculum.

2. Roles and responsibilities

Remote learning is led staff with subject responsibilities and supported by staff with an ICT expertise (DHT, ICT Lead and the Network Manager)
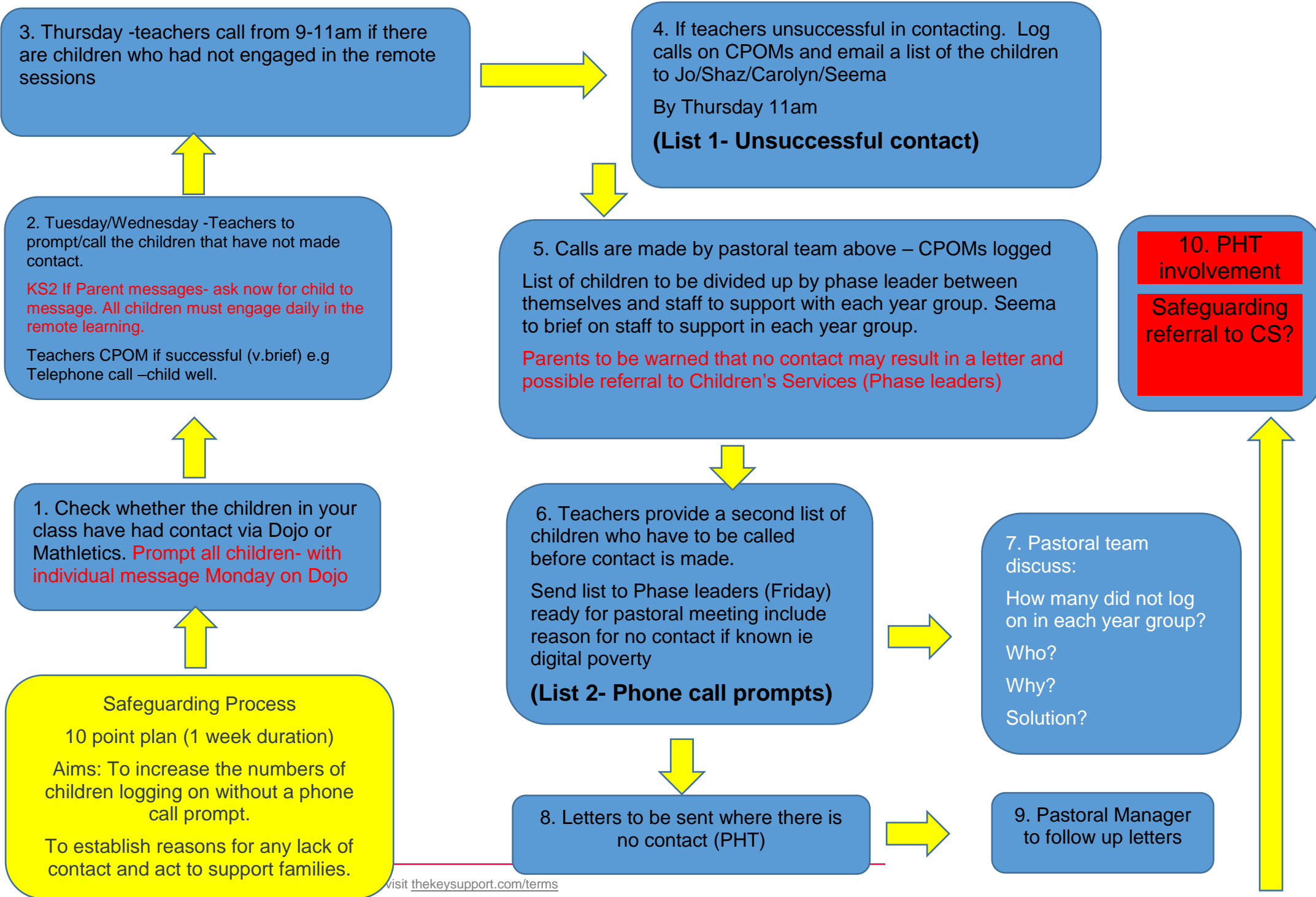
2.1 Teachers

When providing remote learning, teachers must be available between 9am and 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 absence procedure. When providing remote learning, teachers are responsible for:

> Setting work for their class/year group

   o This must include a daily maths, English lesson.

   o Five foundation lessons across the week according to the year group curriculum. This should always include PE and a PHSE (Jigsaw) lesson to support well-being.

   o This work needs to be set by 9am on the day the children are expected to complete it.

   o Lesson are uploaded to the Dojo platform.

   o Careful planning must take place in year groups to ensure consistency of provision.

> Providing feedback on work

   o Pupil should upload work to their portfolio and daily feedback should be given on each piece.

> Keeping in touch with pupils who aren't in school and their parents. Rookery Safeguarding process

In the event of a full or partial closure the following safeguarding procedures will be followed:

3. Thursday -teachers call from 9-11am if there are children who had not engaged in the remote sessions

4. If teachers unsuccessful in contacting. Log calls on CPOMs and email a list of the children to Jo/Shaz/Carolyn/Seema

By Thursday 11am

(List 1- Unsuccessful contact)

2. Tuesday/Wednesday -Teachers to prompt/call the children that have not made contact.

KS2 If Parent messages- ask now for child to message. All children must engage daily in the remote learning.

Teachers CPOM if successful (v.brief) e.g Telephone call –child well.

5. Calls are made by pastoral team above – CPOMs logged

List of children to be divided up by phase leader between themselves and staff to support with each year group. Seema to brief on staff to support in each year group.

Parents to be warned that no contact may result in a letter and possible referral to Children's Services (Phase leaders)

10. PHT involvement

Safeguarding referral to CS?

1. Check whether the children in your class have had contact via Dojo or Mathletics. Prompt all children- with individual message Monday on Dojo

6. Teachers provide a second list of children who have to be called before contact is made.

Send list to Phase leaders (Friday) ready for pastoral meeting include reason for no contact if known ie digital poverty

(List 2- Phone call prompts)

7. Pastoral team discuss:

How many did not log on in each year group?

Who?

Why?

Solution?

Safeguarding Process

10 point plan (1 week duration)

Aims: To increase the numbers of children logging on without a phone call prompt.

To establish reasons for any lack of contact and act to support families.

8. Letters to be sent where there is no contact (PHT)

9. Pastoral Manager to follow up letters

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Seema Samuel: Deputy Headteaher	seema.samuel@rookeryschool.co.uk
Deputy DSL	Emma Balan :Partner Headteacher Debbie Loane :Partner Headteacher	emma.balan@rookeryschool.co.uk 07764336287 debbie.loane@rookeryschool.co.uk 07764336286
Other contactable DSL(s) and/or deputy DSL(s):	Satvir Rai: Pastoral Manager Irita Campbell: Learning Mentor Kerry Stanley: ASC Base Lead Emma Whitehouse: SENDco	enquiry@rookeryschool.co.uk 0121 464 4221
Headteacher	Emma Balan :Partner Headteacher Debbie Loane :Partner Headteacher	emma.balan@rookeryschool.co.uk debbie.loane@rookeryschool.co.uk
Local authority designated officer (LADO)	LADO team	ladoteam@birminghamchildrenstrust.co.uk 0121 675 1669

o Dojo is the current platform to be used by the school to set work, give feedback, stay in touch with children and parents and for children to post work. It is also the platform for senior leaders, including the Headteacher to communicate with parents.

o There is no expectation that staff will answer emails out of working hours.

o Safeguarding concerns should be logged on CPOMS and the relevant staff alerted. If you feel that a child is in immediate danger dial 999 immediately and then alert a DSL and the Headteacher.

o Your duty of care around safeguarding and all reporting duties, for example FGM remains the same during remote learning periods.

> When attending virtual meetings with staff, parents and pupils.

o Ensure you are dressed appropriately.

o Ensure the locations is appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers will also be working in school, explain who'll cover the responsibilities above during this time, or if they'll still need to provide remote learning (and if so, whether there'd be any links between the in-school and remote provision – for example, streaming lessons in school to pupils learning remotely).

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 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 absence procedure.

When assisting with remote learning, teaching assistants could be asked to:

> In school, posting learning on Dojo, following appropriate training.

> Attending virtual meetings with teachers, parents and pupils, when teachers are working in school.

> Make safeguarding calls to families, usually from school

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

Insert details, such as:

> 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

> 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 – 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:

> 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

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads

> See 'Important Contacts' table above

> Rookery Safeguarding Policy (school website)

2.6 IT staff:

Staff with ICT expertise, include; ICT lead, Network Manager, DHT, staff with an expertise around DOJO and other platforms.

> Fixing issues with systems used to set and collect work

> 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

It is expected that class teachers will be the first point of call in supporting parents with accessing platforms.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although consider 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're not able to complete work

Staff can expect parents with children learning remotely to:

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

> Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

> 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

> 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:

> Issues in setting work – talk to the relevant subject lead or SENCO

> Issues with behaviour – talk to the Phase Leader

> Issues with IT – talk to ICT Lead, Network Manager, Subject leads, staff with a Dojo Expertise.

> Issues with their own workload or wellbeing – talk to their Appraiser, Headteacher

> Concerns about data protection – talk to the data protection officer, Joe McCormick, Network Manager, Headteacher

> Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

Explain:

> How they can access the data, such as on a secure cloud service or a server in your IT network

> Data should only be accessed on school issued devices, such as laptops, make staff use these rather than their own personal devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and 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.

Staff should collect and/or share as little personal data as possible online.

4.3 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 should be used.

> Not sharing the device among family or friends

The Network Manager will ensure that:

> 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.

- The device locks if left inactive for a period of time
- Antivirus and anti-spyware software is installed.
- Operating systems are up to date – always install the latest updates

5. Safeguarding

The new Rookery Safeguarding Policy can be found on the website:

Ratified by Governors 11th November 2020

6. Monitoring arrangements

This policy will be reviewed annually by HT and ratified by the governing body.
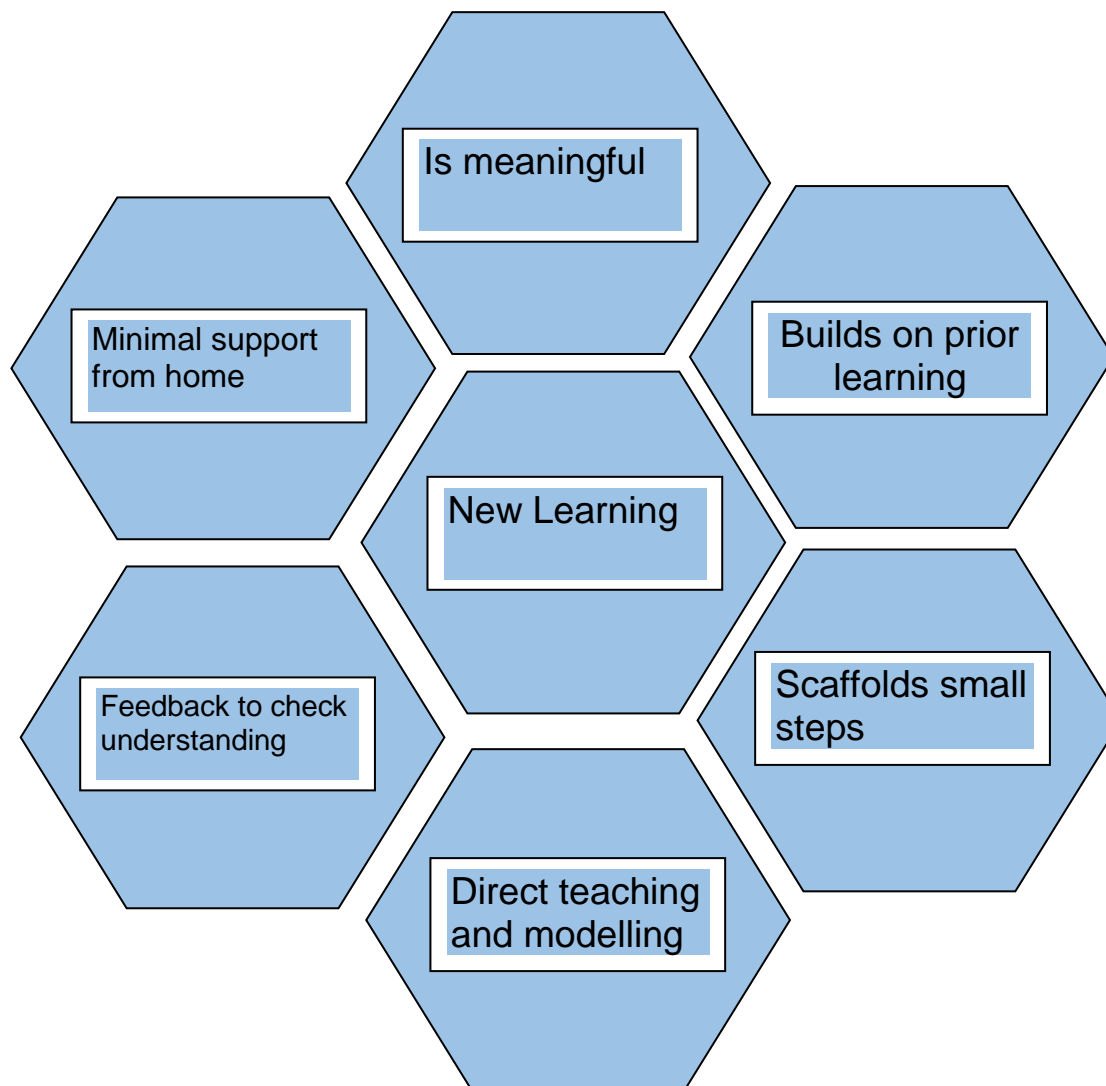
7. Links with other policies

This policy is linked to our:
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Teaching and learning Process

Appendix one: EEF guide to supporting planning

Key principle behind our remote learning offer is that children must make progress.

Is meaningful

Minimal support from home

Builds on prior learning

New Learning

Feedback to check understanding

Scaffolds small steps

Direct teaching and modelling

Implementing the principles of our remote learning offer   Date_____

Subject_____   **Subject Lead**_____

	Tech/platform/APP that will support the key element of learning? (e.g Dojo, Teams)	Website?	Scheme? (e.g Rising Stars, White Rose, Snap Science. RWI spelling/phonics)
Review of Prior Learning			
Direct instruction/modelling			
Guided Practice			
Independent practice			
Check for understanding/Assessment			
Feedback			