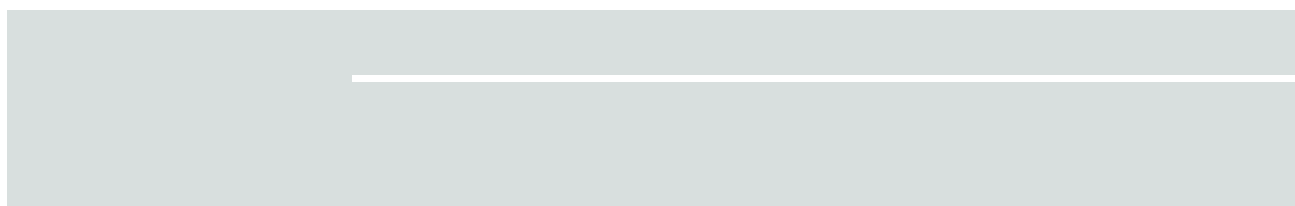


Remote Education Plan

High Spen Primary School



Remote Education Plan

This document sets out our approach to curriculum delivery and implementation of remote education should the following scenarios occur:

- A small number of pupils need to self-isolate
- A class or year group need to isolate
- Teachers need to isolate whilst pupils remain at school
- A local lockdown requiring all pupils and staff to remain at home

Through this plan we aim to:

- Maintain high levels of communication and contact with pupils and their families.
- Continue to support the mental health and well being of the whole school community.
- Set assignments so that pupils have meaningful work each day in different subjects.
- 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.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources, videos or live sessions.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Provide additional access to key staff such as TA's employed to support individual pupils with SEND.

The plan sets out the following:

1. **Roles and Responsibilities**
2. **Practical Steps**
3. **Contacts**
4. **Data Protection**
5. **Safeguarding**
6. **Monitoring and Review**
7. **Links with other Policies**

Our school website is <https://www.highspenprimary.org/>

Our parent communication FB Group is <https://www.facebook.com/groups/HighSpenPrimarySchoolNewsFeed/>

Our Remote Learning will be delivered Google Classroom (paper available where all options have been exhausted).

1. Roles and Responsibilities

Teachers

When providing remote learning, teachers are responsible for:

Setting work:-

- Who they need to provide work for, including if they may need to cover for other classes
- The amount of work they need to provide, this could include information re paper packs
- Subjects to be covered
- PSHE/wellbeing activities to be included
- When this needs to be set
- Where work should be uploaded (e.g. school website, remote learning platform)
- How they should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- How adjustments for those with additional SEN needs will be made
- Resources to be used

Providing feedback on work:-

- Accessing completed work from pupils
- Sharing feedback with pupils

Keeping in touch with pupils who aren't in school and their parents:-

- In the event of full school lockdown teachers will manage the making of regular contact with families
- Teachers will manage contact from families (but shouldn't answer FB Messages/emails outside of working hours). Generic messages from families should come through the main school contacts i.e. School FB Messenger or highspen@gatedu.org
- Complaints or concerns shared by parents and pupils should be passed on in the same way as would be done during normal schooling.

Attending virtual meetings with staff, parents and pupils.

Teaching Assistants

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

Supporting pupils who aren't in school with learning remotely

- Normally pupils they'd be working with in school
- Provide support through Google Classroom and Goggle Meet
- Feedback to the class teacher

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school (monitored in Phases)
- Monitoring the effectiveness of remote learning

Designated Safeguarding Lead

The DSL/Deputy DSL are responsible for responding to information shared. Where necessary referring concerns on to Safeguarding Teams.

<https://www.gatesheadsafeguarding.org.uk/article/9175/Gateshead-Safeguarding-Children-Partnership>

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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:

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Ensure they and pupils follow the school protocols when engaged in live lessons that are delivered remotely

Governors

Governors are 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
- Take steps to ensure staff wellbeing is managed

2. Practical Steps

Scenario	Actions
A small number of pupils are isolating	<ul style="list-style-type: none"> • School Office take details of absence and establish what access to remote learning is likely. Arrangements made for loan devices to be delivered home. • Isolating children are given basic skills work for the first day of absence – allow class based learning to be established. • Class Teacher posts in Google Classroom to establish 'logging in times' for isolating children to join via Google Meets. • Classroom learning moved to Google Classroom by teacher. • If there are children with SEND/specific needs additional Google Classrooms are established by HT to allow direct support by specialist TA.
A whole class or year group is isolating <i>Under the current rules (Sept 2021) this scenario is very unlikely.</i>	<ul style="list-style-type: none"> • Isolating children are given basic skills work for the first day of absence – allow class based learning to be established. • Class Teacher posts in Google Classroom to establish 'logging in times' for isolating children to join via Google Meets. • Classroom learning moved to Google Classroom by teacher. • If there are children with SEND/specific needs additional Google Classrooms are established by HT to allow direct support by specialist TA.
A teacher is isolating, but pupils are still in school	<ul style="list-style-type: none"> • If this example, a supply teacher will be employed to take the class. • Planning will be shared by Class teacher. • There may be opportunities for the isolating teacher to run intervention from home but this will depend on the reason they are isolating. • Isolating teachers will be issued with other tasks linked to their other responsibilities but this will depend on the reason they are isolating.
If the whole school is isolating	<ul style="list-style-type: none"> • Isolating children are given basic skills work for the first days absence – allow class based learning to be established. • Class Teacher posts in Google Classroom to establish 'logging in times' for isolating children to join via Google Meets. • Classroom learning moved to Google Classroom by teacher. • If there are children with SEND/specific needs additional Google Classrooms are established by HT to allow direct support by specialist TA.

3. Contacts

Questions from home around the learning activities set, should initially be raised with the Class Teacher via Google Classroom.

All other questions, requests or concerns should be sent to school via the school FB Messenger account or through highspen@gatedu.org

4. Data Protection

Accessing personal data

When accessing personal data for remote learning purposes:-

Staff will ensure personal data is not copied outside the secure storage (Google Classroom or Microsoft SharePoint).

Staff will not use personal FB accounts to set learning or respond to parents.

Staff may need to access contact details (usually found on SIMS) via SharePoint. Where this happens, information will not leave SP.

Processing personal data

Staff members may need to collect and/or share personal data such as FB profile contact, email. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

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

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

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

5. Safeguarding

Our child protection policy has been updated to reflect the current situation. It can be found in the Safeguarding section of our school website.

6. Monitoring Arrangements

This plan will be reviewed at the end of July 2022.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy inc. Online safety policy
- Data protection policy
- ICT and internet acceptable use policy