Great Moor Community Infant School

Remote Learning & Support Policy (January 2021)

1.   Aims & purpose of the policy

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31

2.   Remote learning at Great Moor Infant School

At Great Moor Community Infant School (GMCIS) we actively pursue an experience for all our community based upon our core shared values. As such, we nurture every child's ability to enable them to flourish in a climate of high expectations, innovation and creativity.

Remote learning is built into the academic year and is an active part of the school offer. Parents and Carers are expected to engage with our Remote Learning policy and system through the appropriate communication platforms and associated processes.

If children are unable to attend school due to closures or isolation requirements, we are committed to continuing provision of enhanced remote learning opportunities that support the wellbeing of our community and deliver a coherent range of curricular experiences.

The policy outlined here reflects a clear commitment to deliver new learning, reinforce skills and give pupils access to learning activities and personal connections. These will focus on meeting their needs, building upon prior learning and established relationships.

Learning and support will be primarily conducted using the Local Authority supported and approved G-Suite of applications centred around the 'Google Classroom' system . The G suite will allow staff to keep in daily contact in a safe, professional and confidential manner with their class. Teachers will be able to schedule learning and contact in a manner that recognises the nature of our children and their age related requirements. Teaching, learning and wellbeing 'check in's' can be tailored, changed and updated as

time progresses, allowing for replication of classroom activity to the best of our ability and reflecting the scope of the platforms being used. In all communications we will prioritise the wellbeing of our children.

Remote learning at GMCIS will focus upon academic needs alongside d the social and emotional 'Wellbeing' needs of our children and community.   The policy will outline expectations in terms of normal school attendance, individual isolation, partial lockdown and full lockdown scenarios.

The school understands the difficulties of remote learning and the challenges that parents and carers face particularly with the ages and the developmental capacity of our children. Although we encourage all members of our community to engage with the remote learning protocols outlined in this document we also recognise that there are limitations to what is achievable in different families and in different contexts.

3. Key Definitions

Isolation/isolating

If i**ndividual children** are restricted in their access to the normal school environments (i.e. the school classrooms or buildings) due to illness or other unexpected scenarios, the school will support academic and social/emotional wellbeing of those individuals based upon the time the isolation extends.

- To differentiate from a standard bout of temporary illness (a short cold or a days tummy upset etc) isolation/isolating (i.e. access to school) is considered to be a scenario **where a child has 3 days or more away from school.**
- Parents/carers must (as per the Absence Policy) notify school of absence and at this point it should be established how long the individual is *expected* to be absent and the reasons for absence.
- Ongoing communication between the school (and if appropriate the class teacher) will establish the appropriateness of remote support based upon individual circumstances (i.e. consideration of the child's condition, resource availability, duration of absence etc).

In the event of an imposed **partial or full lockdown**, the group(s) of children that are isolating for a given period, will begin to be supported as outlined in this document after a maximum preparatory 3 working day break.

Partial lockdown

Partial lockdowns come into effect if at any stage a group, class or year group is required to isolate for a given period.

Full lockdown

Full lockdowns come into effect if at any stage the whole school is required to isolate for a given period of time.

Academic needs

The academic and learning needs of our children as individuals are a priority through any scenario during the school year. Our curriculum progression documents outline academic development stages throughout school (openly accessible via the school website) and reflect statutory national curriculum requirements. In any situation where remote learning support is required, the school will continue to follow these key documents ensuring academic consistency and progression for all our children.

Other supporting documents and resources will be made available and will be directly referenced for those with specific individual learning requirements as far as is possible based upon the individual requirements/context of the child and appropriate resource availability.

Social and Emotional Wellbeing needs

Based upon our school values, we actively recognise the holistic needs of our children and broader community. As such the school will actively seek to support the social, emotional and wellbeing needs of our children in the event of remote support being required.

4. Remote Learning & Support Policy Guidance

Academic Support

	Normal Academic Year	**Individual Isolation/Isolating**	**Partial lockdown**	**Full Lockdown**
Senior Leadership Team Responsibilities	Alongside any teaching responsibilities, senior leaders are responsible for: ● Co-ordinating the remote learning approach across the school - Yvonne Dobson and Toby Tyler ● Monitoring the effectiveness of remote learning & support via: 　○ Weekly SLT meeting & staff meetings 　○ Subject leader catch ups as appropriate (based upon the extent of the isolation) 　○ Reviewing effectiveness and take up of tasks set for children 　○ Reviewing progression and consistency of learning tasks 　○ Reviewing social & emotional wellbeing support provision 　○ Reaching out for feedback from pupils and parents ● Monitoring the security of remote learning systems, including data protection and safeguarding considerations ● Identifying vulnerable families and learners who cannot access digital resources (& provision for)			
Class Teachers Responsibilities	*General provision of learning and support*			
	Teachers will provide... Weekly ● Routine homework (including weekly spellings) ● Resources to support or compliment class learning (to introduce, consolidate or extend) as appropriate and feasible. Termly ● Learning guide handbooks for the forthcoming topic ● Homework grids - selection of tasks and activities that	● Teachers should liaise with parents/carers to consider the needs/condition of the child and the consequent support requirements. ● Academic support should be provided reflecting the cohorts weekly planning and activities with tasks set as appropriate. ● Tasks and support should be set via Google Classroom & feedback delivered as per the Remote Learning assessment and feedback policy (see below)	Individual Teachers will support *either* children still in school *or* those who are isolating. Teachers will not be required to combine day to day teaching (e.g. of key workers in school) *and* provide remote platform learning and support. In the event of either a partial or full lockdown, responsibilities for learning provision will be negotiated and organised as appropriate and feasible with the schools Senior Leadership Team. This will take into account the teaching and learning staff's own personal circumstances (in the event of them or their dependents isolating) and the needs of the individual children still attending school. When providing remote learning in the event of partial or full lockdown, teachers should be available between 9am-3pm. If teaching staff are unable to be available for any reason during this time, for example due to sickness or	

can be undertaken over the term. General ● Useful and appropriate support docs - including information about expected standards and other standard reference documents (e.g. Year group spelling lists etc as appropriate) ● Support may come in the form of in-house generated resources, links to external, appropriate support, (e.g. tasks on school subscribed domains such as Education City, Purple Mash, Bug Club) or other suitably approved resources. ● All external resource links should be checked and approved by individual school teachers. Queries or issues with external resources should be referenced to the schools SLT.	● Support may come in the form of in house generated resources, links to external, appropriate support, like to tasks on school subscribed domains (e.g. Education City, Purple Mash, Bug club) or other suitably approved resources. ● All external resource links should be checked and approved by individual school teachers. Queries or issues with external resources should be referenced to the schools SLT. ● Hard copy resources made available and provided in an appropriately secure manner for those not able to access online support (these may be a standardised printed 'pack' of activities from across the curriculum appropriate to the learners ability & reflecting KS standards and progression).	caring for a dependent, they should report this using the normal absence procedure. If non availability affects the setting and completion of tasks required in a class or cohort, ensure that arrangements have been made with a member of the Senior Leadership Team to ensure tasks may be set and monitored without undue disruption to provision. Teachers will... ● Provide tasks for their own class/cohort, working collaboratively with their team to provide high quality resources (Appendix D) ● Tasks and learning are sequenced and progressive in line with the school's curriculum subject progression grids ● Academic support should be provided reflecting the cohorts weekly planning and activities with tasks set as appropriate. ● Tasks and support should be set via Google Classroom & feedback delivered as per the remote learning assessment and feedback policy ● Support may come in the form of in house generated resources, links to external, appropriate support (e.g. Education City, Purple Mash, Bug Club) or other suitably approved resources. ● All external resource links should be checked and approved by individual school teachers. Queries or issues with external resources should be referenced to the schools SLT. ● Hard copy resources made available and provided in an appropriately secure manner for those not able to access online support (these may be a standardised printed 'pack' of activities from across the curriculum appropriate to the learners ability & reflecting KS standards and progression). ● Work as a year group team to ensure the above work is planned and ready ● Ensure delivery of new content is complete with clear explanations. This may be done via pre recorded guidance videos. ● Completion of Remote Learning Timetables for the amount of work to be provided (Appendix B) ● Timetables will include scheduled 'Google Meet' check in times for all children (see 'Google Meet' guidance below) ● Ensure weekly planners are made available via Google Classroom each Monday @ 0900. ● Schedule all other tasks for 0900 on a daily basis ● Set a 'due date' with a clear expectation that as far as is possible (dependent upon context) tasks should be completed by Sunday (of that week) ● Support pupils to work on-line safely.

		● Attend staff, subject leader or other meetings in the appropriate setting (i.e. these may be virtual)
	Assessment and feedback	
	● Tasks should be assessed as appropriate, in relation to the learning objective. ● Some feedback may be appropriate via annotations completed through Google Classrooms (dependent upon task).	● Work may be delivered in blocks of learning with assessment carried out at the end, e.g. assessments could be provided through 'end of block' assessments and photographed as evidence, through Assignment Quizzes ● Tasks should be assessed as appropriate, in relation to the learning objective. ● Feedback and next steps to children should be completed on a weekly basis verbally during live catch ups. Some feedback may be appropriate via annotations on tasks completed through Google Classrooms ● Written general targets for maths, writing and reading should be provided as appropriate at the end of blocks of learning ● In the case of Individual isolation, feedback should be provided using the above guidelines but adjusted as appropriate to the extent or duration of absence and individual circumstances.
Support staff & teaching assistants	Support should be provided in line with standard day to day responsibilities and through liaison with associated colleagues (e.g. class teachers of individual children being supported)	When providing remote learning, support staff and teaching assistants must be available between their contracted hours. If this is not feasible 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. If it affects the completion of any work required, TA's & support staff must ensure that arrangements have been made with a member of the Senior Leadership Team to ensure these tasks are completed. When assisting with remote learning, Teaching Assistants are responsible for: ● supporting pupils who aren't in school with learning remotely – 　○ Through engagement and dialogue support individually assigned children as appropriate and feasible (bearing in mind both parties circumstance and the appropriateness and provision of resources). This should be discussed and formalised with individual class teachers based upon individual need and take place via Google Classrooms 　○ Resource provision as appropriate
Subject Leaders	Alongside their teaching responsibilities, subject leads are responsible for:	

	● 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 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 being set an appropriate distance away from each other. ● Monitoring the remote work set by teachers in their subject – through cohort catch ups sharing examples of tasks set and completed and discussing issues and concerns to improve provision where possible. ● Informing teachers about resources they can use to teach their subject remotely. ● SENDco will be responsible for coordinating and monitoring remote learning for children identified as having SEND within school. The SENDco will liaise with and support class teachers in meeting the particular needs of pupils.
Designated Safeguarding Leads	Yvonne Dobson Diana Heis
Children, Parents & Carers	Important note - The school absolutely recognises the pressures on families and the limitations of what is feasible at home in terms of extended learning in the event of a lockdown or of children isolating. The provision from school is provided to **support** families and to continue the learning process **wherever is possible**. The school encourages families to prioritise wellbeing and absolutely recognises that engagement with Remote learning provision is dependent upon individual circumstances.

	Staff can expect pupils (with support from parent/carers) learning remotely to:	Staff can expect pupils (with support from parent/carers) learning remotely to:	Staff can expect pupils (with support from parent/carers) learning remotely to:
	● Ensure that email and contact details held in school are up to date ● Engage with and be registered to their own Google Classroom and other 'rooms' as appropriate ● Inform the school if access to the schools digital learning platforms is not possible (i.e. no internet access). ● Attempt to complete tasks set by teachers	● Ensure that email and contact details held in school are up to date ● Communicate clearly expected/anticipated absence duration with updates as appropriate ● Discuss support requirements and parameters with the school/class teacher ● Engage with and be registered to their own Google classroom and other 'rooms' as appropriate	● Ensure that email and contact details held in school are up to date ● Engage with and be registered to their own Google classroom and other 'rooms' as appropriate ● Be contactable at given/timetabled 'catch ups' during the school week (normally twice a week during the normal school day) ● Attempt to complete tasks set by teachers ● Seek help if they need it, from teachers via Google Classroom ● Communicate with teachers via Google Classroom or class email addresses as appropriate ● Complete tasks either manually (e.g. printed tasks completed at home) or through Google docs. ● Submit completed tasks for assessment via Google docs or uploaded photographs ● Use all online platforms responsibly and in line with the schools online policies

	• Seek help if they need it, from teachers via Google Classroom • Communicate with teachers via Google Classroom or class email addresses as appropriate • Complete homework tasks and spellings either manually (e.g. printed tasks completed at home) or through Google docs. • Submit completed tasks for assessment via Google docs or uploaded photographs • Use all online platforms responsibly and in line with the schools online policies	• Attempt to complete tasks set by teachers • Seek help if they need it, from teachers via Google Classroom • Communicate with teachers via Google Classroom or class email addresses as appropriate • Complete tasks either manually (e.g. printed tasks completed at home) or through Google docs. • Submit completed tasks for assessment via Google docs or uploaded photographs • Use all online platforms responsibly and in line with the schools online policies	Nb - In the event of partial or full lockdown, teachers will be supporting either the remote learning resources or children still attending school. This takes into account the teaching and learning staff's own personal circumstances (in the event of them or their dependents isolating) and the numbers/needs of the individual children still attending school.
Governing Body	The governing body 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		

Social, Emotional and Wellbeing support

	Normal Academic Year	Individual Isolation/Isolating	Partial lockdown	Full Lockdown
Senior Leadership Team Responsibilities	Alongside any teaching responsibilities, senior leaders are responsible for:			

	● Co-ordinating the remote wellbeing support approach across the school - Yvonne Dobson and Rachel Wilkinson
	● Monitoring the effectiveness of remote wellbeing support via…
	   ○ Weekly SLT meeting & staff meetings
	   ○ Subject leader staff catch ups as appropriate (based upon the extent of the isolation)
	   ○ Reviewing effectiveness and take up of check ins and appropriate tasks
	   ○ Reaching out for feedback from pupils and parents
	● Monitoring the security of remote well being systems, including data protection and safeguarding considerations		

Class Teachers Responsibilities	● Provide information about Values or PSHE focusses in the class ● Where possible, provide links or support specific to the class focus.	● Provide information about Values or PSHE focusses in the class ● Where possible, provide links, resources or support specific to the class focus or the isolated individuals needs	● Provide information about Values or PSHE focusses in the class ● Where possible, provide links, resources or support specific to the class focus or the isolated individuals needs. ● Focus upon well being in Google Meet 'Check Ins', maintaining a positive, supportive, encouraging and familiar face to the children. ● Give individual feedback and focussed time to all children in each group ● Note concerns in line with emotional well being to be addressed and built into future 'Check Ins' as appropriate ● Discuss any greater concerns in line with the Schools Safeguarding Policy with the DSO
Support staff	To follow requirements in line with associated children and through discussion with class teachers		
Subject Leaders	Alongside their teaching responsibilities, the PSHE subject leads are responsible for: ● Considering whether any aspects of the subject curriculum need to change to accommodate the current circumstances ● Working with teachers teaching PSHE 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 is appropriate and consistent, and deadlines are being set an appropriate distance away from each other		

	● Monitoring the remote tasks set by teachers – through cohort catch ups sharing examples of tasks set and completed and discussing issues and concerns to improve provision where possible. ● Alerting teachers to resources they can use to teach and support PSHE & emotional well being remotely		
Designated Safeguarding Leads	Yvonne Dobson Diana Heis Rachel Wilkinson		
Children, Parents & Carers	Staff can expect pupils (with support from parent/carers) learning remotely to: ● Attempt to engage with and complete tasks set by teachers ● Communicate with teachers via Google Classroom or class email addresses as appropriate ● Submit completed tasks for assessment via Google docs or uploaded photographs	Staff can expect pupils (with support from parent/carers) learning remotely to: ● Discuss specific support requirements and parameters with the school/class teacher ● Attempt to engage with and complete tasks set by teachers ● Communicate with teachers via Google Classroom or class email addresses as appropriate ● Submit completed tasks for assessment via Google docs or uploaded photographs	Staff can expect pupils (with support from parent/carers) learning remotely to: ● Be contactable at given/timetabled Google Meet 'catch ups' during the school week (normally twice a week during the normal school day) ● Attempt to complete tasks set by teachers ● Seek help if they need it, from teachers via Google Classroom ● Communicate with teachers via Google Classroom or class email addresses as appropriate ● Complete tasks either manually (e.g. printed tasks completed at home) or through Google docs. ● Submit completed tasks for assessment via Google docs or uploaded photographs
Governing Body	The governing body is responsible for: ● Monitoring the school's approach to providing remote wellbeing support ● Ensuring that staff are certain that remote support systems are appropriately secure, for both data protection and safeguarding reasons		

5. Additional information

5.1 Google Classroom

Via the G suite set of apps, and approved by the LA, the school will provide specific support for individual cohorts, classes and children throughout the school via Google Classroom. Individual teachers are responsible for maintaining the content of their classroom in line with this policy guidance alongside any other associated support rooms.

To maintain clarity, consistency and ease of use for all those accessing the Google Classroom platform, all classrooms should be organised, maintained and populated using the schools policy guidelines.

Structure of rooms
- Each class/cohort from Nursery to Year 2 will have their own dedicated classroom
- Each class will be updated with the new childrens details at the beginning of each academic year
- Log in details will be emailed out to all parents and carers using the contact details submitted and currently held in school. **If there is a change in contact details for parents and carers, it is the responsibility of the parents/carers to contact the school to update their details.**
- As part of the school offer, and reflecting the importance of our Remote Learning agenda, all parents and carers are expected to access and engage with our remote learning systems and resources.
- At the end of each academic year, classrooms will be archived for 1 year for future reference, training or safeguarding reasons.
- All staff members of the cohort year group should be invited to join each of that cohorts rooms.
- All members of the schools SLT should be invited to join each class/room when setting up new classes or rooms.
- All SLT members must join active rooms within Google Classroom

Classroom Organisation
- Streams - these are used for messages and updates. Important or urgent messages should be moved to the top of the stream to ensure visibility.
  - Links and documents may be added to the stream for continued or long term access.
  - Comments from the children or community are welcomed and follow strict guidelines with regard to content in line with the schools ICT policy
- Classwork - this section is used for storage and organisation of tasks, documents and links to support remote learning.
  - Week to week tasks should be organised by week using the 'Topic' function and detailing the Term and week number (e.g. Autumn Term Week 1). These should always remain at the top of the Classwork section with the most recent week foremost
  - Other supporting sections should be moved below the current terms weekly Topic groups. These may include 'general information for class x', 'Stories' etc.
  - Parents and carers should support their children in accessing each weeks tasks noting assignment completion dates and submission processes.
  - Teachers should upload tasks as 'Assignments' (with appropriate completion dates) or as 'Materials' for long term supporting documents/resources.
  - Parents should communicate with class teachers via the stream (comments) or via the tasks set.
  - Completed tasks should be uploaded through google classroom as either a digital document (e.g. through Google Docs) or through uploaded images (e.g. photographs)
- Assessments and feedback
  - The school recognises the limitations of using digital platforms for capturing accurate and personal assessments of pupil progress. The school also recognises the difficulties with issuing written feedback for children through a digital platform. Therefore, assessments and feedback will follow an appropriate format as detailed in the Teachers responsibilities 'Assessment and Feedback' section above.
  - The school will use weekly catch ups with small groups of children to feedback on tasks completed, issue targets as appropriate and to monitor wellbeing.

5.2 Google Meet

- During the normal school year there is no requirement to use Google Meet for the delivery of lessons or learning at home. However Google Meet may be used as appropriate to support intervention for identified groups during the normal academic year and should follow the protocols laid out below.
- Google Meet will be used as a live contact channel in the case of Partial or Full Lockdown. Teachers will timetable 'check ins' with the class, individually or in small groups (as appropriate to the year group and individual children's needs) throughout the week with a minimum of 1 catch up each week. These should be scheduled at mutually convenient times as far as is possible. All children, parents and carers will be encouraged to engage with each of these check ins as a crucial element in the provision of remote learning.
- Check-ins will be with individual children accompanied by an adult or smaller groups for our younger children. Groups may be larger in older year groups. Children should be accompanied by an adult and all meets will be appropriate in length (around 20 mins). Teachers (or school hosts) will organise notifications of Check ins via the weekly timetable and also through classroom materials or the stream.
- Check ins will focus upon the wellbeing of the children, access and take up of tasks, feedback and targets as appropriate, and issues or concerns with remote learning arising during Lockdown. Parents and carers are encouraged to sit with children during these meetings to support their children in articulating their thoughts, concerns and processing general feedback on the tasks they have completed. Parents and carer discussions or concerns about individual children or processes should not be communicated at this time but should be raised by private email with the class teacher via the class email address.
- Google Meets with children and parents/carers may be recorded in line with the schools Safeguarding and GDPR policies. These will be saved on the schools shared G Drive.
- Hosts should ensure that the environment used (and specifically the visible/auditory background) are appropriate to the meeting. Where possible, backgrounds should be blank (covered).

5.3 Provision for families with no access to digital platforms or other IT hardware

- The schools Remote Learning offer and provision is based upon engagement with the G Suite applications (and in particular email, Google Classrooms and Google Meet)
- Parents and carers who are not able to access these platforms should notify the school so that individual provision can be arranged based upon individual needs.
- Parents and carers should note that learning tasks can be completed on line and within Google Classroom (via Google Docs) and submitted once completed.
- At times, documents will be provided for printing and completion if possible. If this is not possible, parents and carers are invited to complete tasks mirroring those set as much as possible, using photographs that can be uploaded to submit tasks.

5.4 Data Protection

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

Accessing personal data

- Access school shared drives with secure information via the remote access resource or through the schools shared G drive.

- Use approved devices to access data. This may include school devices (such as ipads, chromebooks or laptops) or in the event of devices not be available, approved personal devices.

Processing personal data

- Staff members may need to collect and/or share personal data such as [such as email addresses] 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.
- School staff are reminded to collect and/or share as little personal data as possible online.

- Storage should only be via the schools secure platforms (i.e. the schools internal network or G Drive)

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 are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

- 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

5.5 Safeguarding

Refer to the Safeguarding Policy with particular attention to the COVID safeguarding procedures

5.6 Internal/school Support

School based (i.e. school staff) queries or concerns should be referenced to the following key contacts:

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

- Technical issues - https://www.sseln.org.uk/contact-us

- Internet & Email: School ICT Support (tel: 0161 474 4100; email: ictschools.support@stockport.gov.uk)
- Hardware & Software: AVA (tel: 0161 474 2240; email: support.ava@stockport.gov.uk)
- Issues with Google Classroom - talk to Emma Ash, Toby Tyler or visit https://edu.google.com/products/classroom/?modal_active=none

- Issues with their own workload or wellbeing – talk to your line manager or a member of the SLT

- Concerns about data protection – talk to the School Business Manager (Heidi Calvert)

- Concerns about safeguarding – talk to the DSL (Yvonne Dobson, Diana Heis & Rachel Wilkinson)

5.7 Monitoring arrangements

This policy will be reviewed on an annul basis by The Head teacher, the SLT and Computing/Communications leads. At every review, it will be approved by the full governing board.

5.8 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