



# Priory School

## Remote Learning Policy

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## STATEMENT OF INTENT

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At Priory School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Priory School needs to be in the position to offer immediate remote education in the following circumstances:

- a) School closure because of a local outbreak of Covid-19 and subsequent lockdown.
- b) Whole school closure because of multiple cases of Covid-19 across several bubbles.
- c) Bubble closure because of confirmed cases of Covid-19 within the bubble: following guidance from Public Health England.
- d) Pupils absent because of self-isolation for a set period.

## 1. LEGAL FRAMEWORK

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- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
  - Education Act 2004
  - The UK General Data Protection Regulation (UK GDPR)
  - Data Protection Act 2018
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
- Coronavirus Act 2020
  - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
  - DfE (2020) 'Adapting teaching practice for remote education'
  - DfE (2021) 'Schools coronavirus (COVID-19) operational guidance'
  - DfE (2020) 'Get help with remote education'
  - DfE (2021) 'Restricting attendance during the national lockdown: schools'
  - DfE (2021) 'Get help with technology during coronavirus (COVID-19)'
  - DfE (2021) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
  - DfE (2021) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
  - Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
  - DfE (2020) 'Remote education good practice'
  - DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
  - DfE (2021) 'Contingency framework: education and childcare settings'

## 2. WHOLE SCHOOL OR BUBBLE CLOSURE

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- 2.1 In the event of a whole school or bubble closure: circumstances a), b) and c), our immediate response will be the following: -
- Children are to take home their individual stationery packs and their current exercise books.
  - Teachers will provide a one-week paper based learning pack, which will provide learning opportunities for a range of subjects.

Subsequently children will receive weekly remote learning packs. These will be available via our school website or on paper if required. Efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household and available devices will be provided for eligible pupils. Chosen learning activities will follow our curriculum sequencing and will be of high quality. Children will be able to take photographs of their learning and email them to the class teacher or attach any electronic documents where work has been completed on a computer so that teachers can monitor progress and offer supportive feedback as appropriate.

- 2.2 In the event of immediate school closure with no notice period following a weekend or school holiday:-
- Pupils will be unable to take home stationery packs or exercise books
  - Teachers will be unable to provide a one-week, paper based remote learning pack
  - If required, small stationery packs or paper resources can be made available for collection or delivery
  - Remote learning lessons and activities will be published on the school website as early as possible on the first day of closure

Chosen learning activities will follow our curriculum sequencing and will be of high quality. Children will be able to take photographs of their learning and email them to the class teacher or attach any electronic documents where work has been completed on a computer so that teachers can monitor progress and offer supportive feedback as appropriate.

### 3. EXPECTATIONS

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- 3.1 All pupils are expected to engage with remote learning.
- 3.2 Key Stage 1 and 2 teachers will host **compulsory** daily Teams meetings with their class at the following times to register and go through the day's learning activities. They will be available throughout the school day to respond to email requests for support with learning and to provide feedback. Pupils should begin their learning activities from 8:45am, they do not need to wait until after the Teams meeting with their teacher.
- Year 1 – 8:45am  
Year 2 – 9:15am  
Year 3 - 9:45am  
Year 4 – 10:15am  
Year 5 – 10:45am  
Year 6 – 11:15am
- 3.3 Year groups will also offer additional daily live teaching sessions via Teams which pupils should attend if they are able to (depending on access to devices/internet/parental support). The timings for these additional sessions will be shared by teachers as part of their weekly timetable.
- 3.4 Early Years and Resource teachers will host daily Teams sessions to register pupil attendance and greet the children. Additionally, they will upload daily videos onto the school website/YouTube to share learning activities and will be available throughout the school day to respond to email requests for support with learning and to provide feedback.
- Resource - 8:30am  
Reception – 9:00am  
Nursery - 11:30am

## **4. PRINCIPLES FOR DELIVERY**

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4.1 The principles for delivery will be as follows:

- Remote learning lessons and activities will be published on the school website as early as possible from the first day of closure
- Parents will be sent the links for the Teams meetings via teachers2parents as soon as is possible
- Children will receive learning opportunities for a range of subjects each week
- Learning will be sequenced as per our current curriculum model and will be in line with the lesson delivery for pupils in school
- Teachers will provide written explanations, presentations and some video or verbal explanations to support the learning
- Teachers will provide a range of tasks; including those that can be completed off-line
- Positive feedback will be provided to those children who email photos of work or send attachments to teachers via email

## **5. CURRICULUM EXPECTATIONS**

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5.1 Remote learning activities and lessons will mirror the content usually delivered in school:

- Daily maths/number
- Daily English – reading, writing, spelling, grammar, phonics
- PSHE
- PE
- Foundation subjects

## **6. PUPILS SELF ISOLATING**

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6.1 Where a pupil is absent as they are required to self isolate: circumstance d), class teachers will still be in school teaching their class. Therefore it is not reasonable nor possible for them to provide daily, live contact with pupils who are self-isolating. Instead, learning activities will be shared by the teacher from the year group email address.

6.2 Efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. Chosen learning activities will follow our curriculum sequencing and will be of high quality. Children will be able to take photographs of their learning and

email them to the class teacher or attach any electronic documents where work has been completed on a computer so that teachers can monitor progress and offer supportive feedback as appropriate.

6.3 The principles for delivery will be as follows:

- Remote learning will be provided from the second day of self-isolation
- Children will receive learning opportunities for a range of subjects each week
- Learning will be sequenced as per our current curriculum model
- Teachers will provide written explanations and some PPT presentations to support the learning
- Teachers will provide a range of tasks; including those that can be completed off-line
- Children will be sent exercise books in which to complete tasks
- Children will be sent printed workbooks for some curriculum areas
- Positive feedback will be provided to those children who email photos of work or send attachments to teachers via email

6.5 Home learning activities and lessons will mirror the content usually delivered in school:

- Daily maths/number
- Daily English – reading, writing, spelling, grammar, phonics
- PSHE
- PE
- Foundation subjects

## 7. ONLINE SAFETY

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7.1. This section of the policy will be enacted in conjunction with the school's **Online Safety Policy**.

7.2. All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

- 7.3 The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **SLT**, in collaboration with the **SENCO**.
- 7.4 Pupils not using devices or software as intended will be disciplined in line with the **Behavioural Policy**.
- 7.5 The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 7.6 The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 7.7 The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.
- 7.8 During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
  - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
  - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
  - Direct parents to useful resources to help them keep their children safe online.

## **8. SAFEGUARDING**

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- 8.1 This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 8.2 The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 8.3 The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 8.4 Phone calls made to vulnerable pupils will be made using school phones where possible.
- 8.5 The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- 8.6 All contact with vulnerable pupils will be recorded on CPOMS.

- 8.7 The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 8.8 All home visits will:
- Have at least one suitably trained individual present.
  - Be undertaken by no fewer than two members of staff.
  - Be suitably recorded on CPOMS.
  - Actively involve the pupil.
- 8.9 Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.
- 8.10 The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 8.11 All members of staff will report any safeguarding concerns to the DSL immediately.
- 8.12 Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## **8. MONITORING AND REVIEW**

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- 8.1 The Senior Leadership Team will review this policy on an annual basis and will communicate any changes to all members of staff, existing work experience participants and relevant stakeholders.
- 8.3 The next review date for this policy is July 2022.
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## Appendix A

### GUIDANCE FOR PARENTS

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#### **Remote Learning Guidance for Parents**

- Take an active interest in your child's learning
- Engage with as much of our remote learning offer as possible
- Monitor your child's communication and on-line activity
- Establish a daily routine and schedule
- Encourage screen breaks away from devices
- Ensure your learning device is in a public space in the home (or ensure you are supervising regularly where this is not possible)
- Maintain feedback with teachers
- Monitor your child's wellbeing and mental health
- Do not worry if something goes wrong or you are unable to engage with all remote learning activities every day

#### **Teams Live Session Expectations and Guidance**

- Ensure the microphone is on mute unless asked by the teacher to unmute
- Ensure all persons in the home are dressed appropriately and use only appropriate language during Teams meetings
- To protect privacy, blur the background or use a background effect by selecting background effects in the 'more options' tab
- Nursery and Reception parents, please sit with your child during their live Teams session
- Y1 – Y6 parents, please support you child during their live Teams sessions if possible
- Pupil behaviour expectations during a live lesson are the same as they are in school and the Priory Values still apply
- The chat function should only be used as directed by the teacher
- Children should be encouraged to arrive promptly for the session at the correct time
- Please ensure your child does not restart or reenter the meeting after the teacher has ended it
- Links to Teams meetings should not be shared with anyone other than the intended recipient
- Teachers are in control of all meeting attendees and will refuse entry or eject any participants if necessary

## Appendix B

### Remote Learning – Guidance and Expectations for Teachers

#### Admin

- All year groups should produce a weekly timetable for remote learning activities which mirrors the timetable that will be followed by pupils in school.
- All documents that need to be uploaded to the website should be sent to [homelearning@priorschool.com](mailto:homelearning@priorschool.com) by Thursday of the previous week.
- All videos that need to be shared should be uploaded to YouTube (the home learning team can do this for you) so that the links can be shared with parents and added to documents as required.
- Daily class Teams links should be set up as one recurring link and sent to Marion to be shared with parents.
- Additional Teams links for interventions etc. can be set up and sent to Marion to be shared with parents or can be sent out by Year Leaders.

#### Daily Provision

- All year groups should produce a weekly timetable for remote learning activities which mirrors the timetable that will be followed by pupils in school.
- Daily Teams welcome meeting for all pupils: register, wellbeing check, outline of the day, modelling of key teaching points, feedback from previous day's learning.
- Additional Teams live lesson for KS1 and KS2: varied curriculum focus as appropriate for the year group.
- All learning materials from live lessons must be available for pupils to access even if they were unable to attend the session.
- Follow guidance from maths and English subject leads regarding content of remote learning for these subjects.
- Reading opportunities should be provided daily.
- The full range of curriculum subjects to be taught throughout the week.
- Liaise with Tessa, Sean and Andy regarding the timetabling and curriculum content for music, French and PE.
- When using online platforms such as BBC or Oak National Academy, please ensure you look at different weeks/terms in order to match lesson content to our curriculum.
- Any BBC or Oak lessons to be supplemented with additional maths and English content to ensure sufficient quantity, range of coverage and level of demand.
- A range of learning activities are to be provided, including those that can be completed off-line.
- All worksheet type activities need to include instructions as to how these activities can be completed on paper without parents having to print out the sheet.
- Daily phonics videos will be provided for appropriate year groups (these can be shared across year groups as appropriate).
- Pre-recorded learning videos to be provided for early years and resource pupils as required.
- Learning activities must be differentiated as required and parents informed if their child is to access alternative tasks.

- Paper-based learning packs to be provided in a small number of cases – as far as possible, these must be in line with the work set on the website.
- Pupils should be supported to work independently at home:
  - Clear examples (WAGOLs) for pupils to refer back to
  - Pre-recorded skills videos to be provided to model key skills and methods
  - Metacognition strategies and questions (share with parents).
    - What are three things you have learned or are excited about from this lesson?
    - What questions do you have? What do you need clarified?
    - What ideas and concepts do you confidently understand?

### Interventions

- The inclusion team coordinates specific interventions for pupils with EHCPs.
- Teachers/Year Leaders to use data to identify pupils who would benefit from curriculum interventions.
- Support staff and/or teachers to provide regular curriculum intervention for pupils identified.
- Where live Teams interventions are not possible, intervention learning materials and guidance will be sent to parents of identified pupils.

### Assessment

- A range of AfL strategies should be used during live lessons e.g. hands up and thumbs up tool, questioning – verbal and in the chat, teacher statements in the chat and pupils put a thumbs up over the one they agree with etc.
- Regular multiple-choice quizzes are set in all curriculum areas.
- Online platforms are used which share pupil performance with teachers – TTR, mathletics.
- Teacher assessment based on work submitted:
  - Pupils encouraged to submit pieces of work they are most proud of to ensure high standard of work produced.
  - Positive sense of community created to encourage more pupils to submit their work e.g. shared and celebrated on website and in newsletter.
  - Wow work from each class to be sent to SLT for positive feedback and encouragement.
  - Key tasks to be requested for submission by teacher and followed up with parent to ensure that they are completed and handed in.
  - Reward ‘tags’ or virtual stickers used to praise and encourage.
- All forms of teacher assessment to be used to inform planning of next lessons.

### Feedback

- Immediate verbal feedback provided on pupil responses during live lessons.
- Whole class verbal feedback on prior learning during Teams sessions – examples of pupil work shared (consider use of visualiser).
- Brief, positive comment provided by email for all work submitted.
- More detailed individual written/verbal feedback provided for selected pieces of work only.