

Remote learning policy

Great Orton Primary School



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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
- Reflect the school's commitment to the UN Conventions of the rights of the child, specifically article 28. 29 and 31.

2. Roles and responsibilities

2.1 Teachers in the event of a class or school closure

When providing remote learning, teachers must be available between 8.45am 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 between 7am and 4pm on the designated absence number.

When providing remote learning, teachers are responsible for:

- Running their remote classroom using online zoom lessons and the See – Saw App for home learning when their class or whole school closes.
 - Create a timetable for the week, to include daily literacy and numeracy lessons and must include subjects from across the curriculum. The time table will be uploaded onto the school website by 9.00am on a Monday.
 - Create a paper- based work pack to support and facilitate online learning.
 - Take a register to record attendance of each pupil at each online lesson on scholar pack. Ensure children have access to lessons from 9.00am to 3.30pm.
 - Ensure children interact with the teacher and other pupils.
 - Liaise with the HLTA to prepare and upload weekly timetables onto the school website.
 - Setting differentiated Doodle Maths, Doodle Spell and TT Rock stars.
 - Create and source online resources to support lessons via zoom. E.g. White Rose Hub videos, Oak academy videos.
 - Ensure children know how to complete assigned work and share it with their class teacher using the See- Saw App.

- Marking and commenting on children's work via the See-Saw App.
- Delivering online safety lessons to children – E.g. How to interact on a live stream zoom meeting, cyberbullying, appropriate language and safe searching.

➤ Providing feedback on work:

- Pupils will send completed work to teachers via the See-Saw App.
- Teachers will mark and return work to pupils with comments and feedback.
- Teachers should mark work daily and return with a comment to the pupil within 24hrs.

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

- Teachers can speak to pupils during online zoom lessons and contact pupils through the See – Saw App comments function or class email.
- Team -points will continue to be awarded to pupils for excellent work and will continue to be recorded on scholar-pack. Celebratory certificates for doodle maths, doodle spell, TT Rock Stars, Star of the week and reader of the week will continue to be shared at a weekly online zoom Celebration Assembly.
- Parents can be contacted via email and telephone.
- Parents will be called if pupils do not attend or are not engaging with home learning.
- Class Emails – Emails received in the class email from pupils or parents are to be checked between 9am and 4pm, Mon- Fri. Emails must be replied to within 48hrs. Replies will only be sent between the hours of 9 am and 4pm. Any member of staff can respond to a class email enquiry.
- Any issues that are received are dealt with professionally by the class teacher and the Headteacher should be BCC'd in the communication. If necessary teachers to contact the Headteacher for advice.
- Teachers will contact all pupils in their class everyday via zoom. For non- attendance, the parent will receive a call.
- Teachers can call parents from home, using the 141 code prior to dialling, to withhold their number. Record all contacts with parents on CPOM's and add relevant actions.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to the Headteacher, who may choose to contact the parent's directly.
- 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).

➤ Attending Virtual Meetings with staff, parents and Pupils:

- Class and whole school isolation groups are expected to attend assemblies and live lessons.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.1a In the event of individual pupil self-isolation

- A Weekly home learning timetable to be set by the class teacher and uploaded onto the school blended learning page on the school website.
- Children in isolation are tracked daily and work is allocated as soon as possible, once the child has been identified as self- isolating.

- Daily lessons are closely matched to the curriculum delivered in school and span the curriculum.
- Work is tailored to each pupil.
- Lessons for these pupils come from White Rose Hub, Oak Academy and other online sources.

2.2 Teaching assistants

- In the event of a local or national closure of school, Teaching Assistants will continue to support vulnerable pupils eligible to attend school.
- When assisting with remote learning, teaching assistants must be available between 9am and 3.30pm, Mon to Fri. During this time, they are expected to check work emails and be available when called upon to support the children with their learning. 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.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely:
- Attending virtual meetings with teachers, parents and pupils:
 - Attending weekly staff meeting via zoom.
 - Attending online CPD via zoom.
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring Doodle Maths and Spell, monitoring email correspondence between parents and teachers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

(See the Great Orton Child Protection Policy and Procedures 2021-2022: Pandemic Procedures)

2.5 IT staff

IT staff are responsible for:

- Creating Class Emails.
- 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. (Head Teacher)
- Assisting pupils and parents with accessing the internet or devices

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the hours of the school day, 9am to 3.30pm– although they may not always be in front of a device the entire time
- › 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 to:

- › Seek help from the school if they need it.
- › Be respectful when making any complaints or concerns known to staff

2.7 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 Headteacher.
- › Issues with behaviour – talk to the Headteacher.
- › Issues with IT – talk to Mrs Nolan.
- › Issues with their own workload or wellbeing – talk to the Headteacher.
- › Concerns about data protection – talk to Mrs Nolan and the Headteacher.
- › Concerns about safeguarding – talk to the DSL (The Headteacher)

4. Data protection

4.1 Accessing personal data

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

- › All staff have access to CPOMS to record any parent contact or concerns about children. This is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- › The DSL and Deputy DSL have password access to CPOMS data.
- › Teachers are able to access parent contact details via Scholar-pack using a secure password. Do not share any details with third parties.
- › School Laptops and iPads are the schools preferred devices to be used when accessing any personal information on pupils.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

These tips are based on our article on the [GDPR and remote learning](#). Add your own rules if you have additional security measures in place, or delete any that you've already put in place in the devices you've provided for staff.

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

Please see the Great Orton Child Protection Policy 2021-2022 concerning safeguarding in relation to home learning.

This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the Government by C Bellas (Acting Headteacher). At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

8. Teacher Guides/ Support Resources

Weekly Timetable Exemplification:

WEEK 3: Monday 28th June 2021 - Monday 5th July 2021



YEAR 6 HOMELEARNING TIMETABLE

We aim to support all pupils to access and enjoy home learning during this period of school closure. Please remember that the health and well-being of our pupils and families is our top priority, so simply do what you can.

Stay safe, take care and look after each other!

Activities and web links are available at www.greatorton.cumbria.sch.uk (Classes > Home Learning)
Home Learning activities & resources will be added/updated each Monday at 9.00am.

Spellings:

The year 6 children are practicing spellings that are **homophones ending in ce/cy and sy/se**.

Please work through the power point attached:



Year 6 Term 1A Week
2 .ppt

You can print off the attached activities to practise.



1. Handwriting Practice
- Continuous Cursive y



2. Look, Say, Cover,
Write, Check Sheet yr6



3. Word Search.pdf

Doodle spell: Your spelling list is available on doodle spell to practice daily. We will monitor the spelling list and add additional spellings as and when needed.

Reading Please continue to read for **at least 20 minutes** every day. Reading material can include: recipes, comics, home and/or school reading books etc. The school also has access to Oxford Owl which has online books (login details have been sent home).

https://www.cumbria.gov.uk/libraries/online_resources/ebooks_audiobooks.asp

The above link takes you to the library service where they are offering free audio books.




Mathematics: The children in year 6 are recapping previous learning on Decimals. The focus of this week will be to continue this learning using the white Rose videos and printable worksheets that can be downloaded from this timetable. The aim of the children should be to work through the teaching video's , pausing to complete the questions and examples on the video, then complete the corresponding worksheet questions.





Literacy: Your literacy learning this week will be looking at the narrative of *The paradise garden*, the poetry of **Benjamin Zephaniah** and responding to **Banksy Art**. All the resources you will need have been downloaded in the


literacy section of each day on this timetable. The instructions for the week can be seen here. Enjoy!



Y6_Instructions_Week
2.docx

Monday 28th June	<p>Day 1: Mathematics: Recognise tenths and hundredths (Recap yr4) White Rose: https://vimeo.com/517200721 Worksheets : https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-WO1-Recognise-tenths-and-hundredths-2019.pdf</p> <hr/> <p>Doodle maths: See personal Targets TT Rockstars (Times table practice).</p> <hr/> <p>Literacy: Day 1: The Paradise Garden Predictions</p>  <p>Y6_Day 1_Resources_Week 2.c</p>
Tuesday 29th June	<p>Day 2: Mathematics: Tenths as decimals (Recap Yr4) White Rose: https://vimeo.com/516830789 Worksheets: https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-WO2-Tenths-as-decimals-2019.pdf</p> <hr/> <p>Doodle maths: See personal Targets TT Rockstars: Times Table practice</p> <hr/> <p>Literacy: Day 2: The Paradise Garden Comprehension and writing Task.</p>  <p>Y6_Day 2_Resources_Week 2.c</p>
Wednesday 30th June Day 3	<p>Day 3: Mathematics: Tenths on a place value grid (Recap yr4) White Rose: https://vimeo.com/518195468 Worksheets: https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-WO3-Tenths-on-a-place-value-grid-2019.pdf :</p> <hr/> <p>Doodle maths: Personal Targets TT Rockstars: Times Table practice</p> <hr/> <p>Literacy Day 3: Benjamin Zephaniah Poetry</p>  <p>Y6_Day 3_Resources_Week 2.c</p>
Thursday 1st July Day 4	<p>Day 4: Mathematics: Tenths on a numberline (Recap yr4) White Rose: https://vimeo.com/518282932 Worksheets: https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-WO4-Tenths-on-a-number-line-2019.pdf</p>

	<p>Doodle maths: See personal Targets TT Rockstars: Times Table practice</p> <p>Literacy: Day 4: Banksy (Relative clauses PPT)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Y6_Day 4_Resources_Week 2.c </div> <div style="text-align: center;">  Y6_lockdown_relative_ clauses_wk_2_day_4.ppt </div> </div>
<p>Friday 2nd July</p> <p>Day 5</p>	<p>Day 5: Mathematics: Divide 1 by 10 (Recap Yr4) White Rose : https://vimeo.com/519495647 Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-WO5-Dividing-1-digit-by-10-2019-1.pdf</p> <p>Literacy Day 5: The Great Realisation</p> <div style="text-align: center;">  Y6_Day 5_Resources_Week 2.c </div>
<p>Dimensions Curriculum Music</p>	<p>Come fly with me to America: Music Lesson 1: The English National Anthem</p> <div style="text-align: center;">  MUSIC CFWM AMERICA Yr6 Music.p </div>
<p>Dimensions Curriculum History</p>	<p>You're not invited:</p> <p>Lesson 4 : To learn about some of the famous battles that took place during the Roman era</p> <p>You will need:</p> <ul style="list-style-type: none"> • Access to research materials - laptop, books etc. <p>Warriors and Chiefs</p> <p>One of the famous people who rebelled against the Romans was Queen Boudicca and the Iceni tribe. They were from a part of Britain now known as Scotland and are referred to as Celtic warriors.</p> <p>Watch the Roman Invasion and Boudicca Video from BBC teach.</p> <p>https://www.youtube.com/watch?v=eC7ONgTJGKw</p> <p>Many facts about this battle can be learned from watching the Horrible Histories Boudicca song:</p> <p>https://www.youtube.com/watch?v=RwBQDWWjRzQ</p> <p>Make notes as they listen to the song and then write a recount of events.</p>

	<p>Another famous battle was the Battle of Alesia which involved Vercingetorix (82 - 46 BCE), a Gallic chieftain who rallied the tribes of Gaul (modern- day France) to repel the Roman invasion of Julius Caesar in 52 BCE.</p> <p>https://academickids.com/encyclopedia/index.php/Battle_of_Alesia</p> <p>The Punic Wars with the city state of Carthage North Africa (modern day Tunisia) is another example.</p> <p>https://kids.kiddle.co/Punic_Wars</p> <p>Write a recount of the events of this battle.</p>
<p>Share!</p> 	<p>If you would like to take a photo of any pieces of work that you are particularly proud of, please send it to your year group teachers using the email address below or use your see-saw app:</p> <p>Mrs Bellas: class2@greatorton.cumbria.sch.uk</p> <p>Stay safe and look after yourselves!!</p>

Home Learning Student Sign In Codes

Class One 2020-2022

Each student has a unique Home Learning Code to access Seesaw. When signing in with their Home Learning Code, students can post to their journal, respond to activities, and view class announcements. Students do not see the work of any other student in the class.

The codes expire after 365 days on August 26, 2022. You can generate new codes at any time.

Teacher Instructions

1. Print or download the Home Learning Codes.
2. Give each student their code. There is one code for each student in your class.
3. Never share codes on social media or another public forum. Instruct students to keep their code safe like they keep their passwords safe.

Need Home Learning Tips?

Go to <https://web.seesaw.me/home-learning> for step-by-step instructions and lesson ideas.

How Do Students Use Their Home Learning Code?

1. Students go to <https://app.seesaw.me> on a computer. Or install the Seesaw Class App on an iOS or Android device.
2. Students tap "I'm a Student".
3. Students scan their code using Seesaw's built-in QR code reader or type in their text code to access their Seesaw account.

Sample Email Instructions for Students or Families

Students and families, we will be using Seesaw for home learning. Please sign in with your Home Learning code following the steps below:

1. Go to <https://web.seesaw.me> on a computer. Or install the Seesaw Class iOS or Android app.
2. Tap "I'm a Student".
3. Scan or type in your Home Learning code.
4. Post to your journal, respond to activities, and view class announcements.
5. Remember, this code is like a password. Keep it safe!



Test Student's Home Learning Code

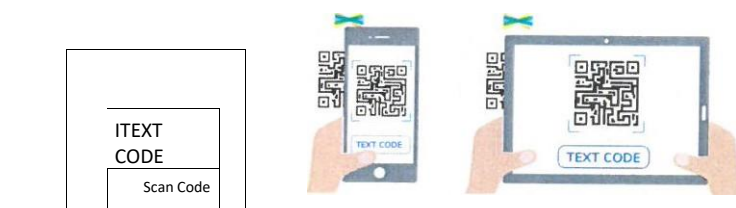
1. Go to <https://app.seesaw.me> on a computer. Or install the Seesaw Class App on an iOS or Android device.



2. Choose "I'm a Student".



3. Scan this code using Seesaw's built-in QR code scanner. Or type in these letters to access your Seesaw account: WZKR EÄLN VWTH.



Ask your teacher for a new code after November 19, 2022.

This code is a password. If you have this code, you can access this account. Do not post codes on social media or in any publicly accessible place on the Internet!

Ver las instrucciones en español en: <https://web.seesaw.me/espanol>

Seesaw Family Invites for

Class One 2020-2022

Teacher Instructions

1. **Have Each Student Add One Post to Their Journal**
Make sure each student has at least one post in their journal so families get a taste of the amazing work to come!
2. **Send Home Family Invites with Each Student**
Each student has their own unique invite. Make sure to send the correct invite home with the correct student. You will see each student's name above their unique QR code.
3. **Follow Up with Families by Email**
After a few days, remind families to connect by sending them an invite email. Choose the Invite Families button, then View Sample Email to get the template for your class.

Frequently Asked Questions

- **What can families see?**
Families can view the work posted in their own child's journal. Families do not see the work of anyone else in the class.
- **How many family members can connect to a student? 10 family members can connect to each student.**
- **Can family members add another child to their account?**
Yes, family members can connect to up to 10 children. Families adding another child should sign in to their account, tap their profile icon, then choose +Add Child's Journal.
- **Do you have the family invites in other languages?**
Yes, from the Seesaw app or website, you can get invites in 10+ common languages.
- **Why do I need to approve some family members request to access Seesaw?**
When family members sign up with the shared class invite link, you will need to make sure they chose to connect to the correct child. Family members who sign up by scanning their child's QR code do not need to be approved because the code is unique to their child.

Seesaw

Test Student's Family Invite

Class One 2020-2022 - Miss Shannon

Connect to Seesaw to receive important updates from Test Student and Miss Shannon in Class One 2020-2022.

Your child will post to Seesaw to share their learning with you.

Teachers will also send you messages and reminders.

Seesaw is private. You'll only see posts created by your child or their teacher.



From Your Smartphone

1. Download the free Seesaw Family app for iOS or Android
2. Choose "Create Family Account"
3. Scan this QR code using Seesaw's built-in QR code scanner
4. Create your account

From Your Computer

1. In a web browser, go to:
<https://app.seesaw.me/s/416-079-768>
2. Choose your child from the list
3. Create your account
4. Once you're approved by Miss Shannon, you'll get access to Seesaw

Already Have an Account?

If you've used Seesaw before or have more than one child using Seesaw, follow these steps:

1. Sign in to your account in Seesaw Family app or on the web at <https://app.seesaw.me>
2. Click on your profile icon, click "+Add Child's Journal" button, then scan the QR code above