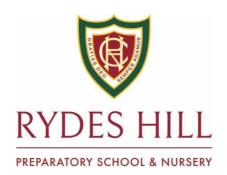# RYDES HILL PREPARATORY SCHOOL & NURSERY

P42 – REMOTE LEARNING POLICY

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in loving relationship with God and each other.

- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.

- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school on shared moral values.

- ❖ The importance placed on the development of individual talents is at the heart of what school stands for and all are encouraged and challenged to be the best they can be.

Written By :	Sarah Norville	July 2020
Reviewed By :	Sarah Norville	July 2022
Approved By :	SLT	30th August 2022
Governor Review By :	Academic Committee	

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1. Aims

This remote learning policy aims to:

- o Ensure consistency in the approach to remote learning for pupils who are not in school

- o Set out expectations for all members of the school community with regards to remote learning

- o Provide appropriate guidelines for data protection

2. Roles and responsibilities

Our recent experiences of remote learning have taught us that this way of learning can be challenging and that not all children have the same level of technology or adult support at home to enable them to learn remotely. The responsibility for remote learning is, therefore, a shared one. This policy was predominantly intended to be implemented in the event of a lockdown as seen in March 2020. There may be occasions where remote learning is in place for an individual pupil, and this is covered in appendix B.

2.1 Teachers

When providing remote learning, teachers must be accessible between 8am and 5pm.

If they are 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:

Teaching:

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- Form teachers need to provide live teaching each day, following the coverage outlined in appendix A.

- Specialist teachers need to provide learning opportunities as outlined in appendix A

- All teachers need to provide the means by which children record their work so that they can submit it for feedback. Showbie is the app used by the School for this purpose.

- If there are materials that children require for the lesson, these must be uploaded by 5pm on the day before the lesson in order for children / parents to have time to make sure they have the relevant document on screen or printed out.

Providing feedback on work:

- Pupils will submit work on Showbie

- Work submitted should be marked in a timely manner in keeping with the School's marking policy

- Worked posted after the agreed deadline may not be marked until the following day.

- Only end of term assessed work will require printing off and storing, all other work will remain in Showbie archive

Supporting pupil's pastoral needs:

- Form registration should take place via Zoom at the beginning and end of each day. This should be accompanied by the class prayer for the start and end of the day.

- Teachers should encourage children to attend Zoom assemblies and should be a visible presence there themselves.

- Time should be given each week to allow children to talk to each other in a more sociable way. This could have an element of structure to it e.g. show and tell or could be more fluid. Children working from home will miss the social interaction with their peers and teachers need to try to recreate this in some form.

- If children are misbehaving on virtual lessons, or are not completing work, this should be addressed directly with the child in the first instance. If this does not resolve the matter, the teacher should speak to the child's parent. If needed, the Deputy Head (Pastoral/Academic) should be informed, as appropriate.

Supporting Parents:

- Answer emails from parents in a timely manner, ideally within 24hrs. Parents will be informed that teachers are not expected to respond to emails outside of office hours i.e. 8am-5pm.

- If a parent makes a complaint, this should be referred to a member of SLT

Attending virtual meetings with staff, parents and pupils:

- Staff should dress professionally

o The location should be chosen so that there is limited background noise. Staff should consider using a virtual background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual working hours. It is possible that their working hours may need to be adapted slightly depending on need at the time. They will be provided with a School iPad in order for them to work remotely.

If they are 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 are responsible for:

Teachers may ask teaching assistants to provide remote support by:

o Listening to children read via Zoom using sites such as Oxford Owl

o Being present in small group Zoom sessions to help support children with their learning

o Work on specific programmes e.g. Toe by Toe as they would have done in School.

Attending virtual meetings:

o Staff should dress professionally

o The locations should be chosen so that there is limited background noise. Staff should consider using a virtual background.

Depending on the reason for remote learning, some teaching assistants may be required in School to support groups of children there.

2.3 Senior leadership Team

Alongside any teaching responsibilities, the SLT are responsible for:

o Co-ordinating the remote learning approach across the school

o Monitoring the effectiveness of remote learning through regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents

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

2.4 Designated safeguarding lead

The DSL is responsible for:

o Ensuring that the safeguarding policy is being effectively implemented

o Responding to safeguarding concerns

o Keeping all relevant documents related to safeguarding up to date

o Attending relevant safeguarding training

2.5 Pupils and parents

Staff can expect pupils learning remotely to:

- o Be contactable during the school day – although consider they may not always be in front of a device the entire time

- o Complete work to the deadline set by teachers

- o Seek help if they need it, from teachers or teaching assistants

- o Alert teachers if they are not able to complete work

- o Alert teachers when children are absent for any reason e.g. music lessons and be aware that the child is responsible for catching up the work missed.

- o Have their camera on at all times for Zoom calls

- o Be seated at a table or desk, inside the house with all items needed for learning

- o Be appropriately dressed (Prep department children should be in uniform) with hair tied back

- o Be sensible and well behaved, as they would be in the classroom

- o Staff can expect parents with children learning remotely to:

- o Make the school aware if their child is sick or otherwise cannot complete work

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

- o Be respectful when making any complaints or concerns known to staff

- o Be aware that teaching staff start work at 8am and finish at 5pm. Emails sent or work submitted outside of these times will not be dealt with until the next working day

2.6 Key Worker Children

Should the School be closed but remain open to Key Worker and vulnerable children, the following rules are in place:

- o A child is classed as a Key Worker if **both** parents are on the Government Key Worker / Essential Worker list and neither parent is able to work from home

- o A child is classed as vulnerable if the family has an allocated social worker, if the child is on the safeguarding register or if the Designated Safeguarding Lead deems it safer for the child to be in School than at home

2.7 Governing board

The governing board is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- o 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:

- o   Issues in setting work – talk to the Deputy Head (Academic)
- o   Issues with behaviour – talk to the Deputy Head (Pastoral)
- o   Issues with IT – talk to Net Tech

Issues with their own workload or wellbeing – talk to their line manager. i.e.

Teachers – Headmistress

TA's – Deputy Heads

Head of Nursery – Headmistress

All other Nursery staff – Head of Nursery

Admin, Caretaker, Cleaning - Bursar

- o   Concerns about data protection – talk to the Headmistress or Bursar
- o   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:

- o   Access the server via the VPN, either from home or in School
- o   Use a School laptop or iPad
- o   Personal data will only be displayed on screen and not transferred onto any other device or recorded in any other way

4.2 Processing personal data

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

However, staff are reminded to collect and/or share as little personal data as possible online and to only use their Rydes Hill email address.

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:

- o   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
- Follow any requests by Sophos which indicates their system is not fully up to date.

5. Safeguarding

The School's safeguarding policy can be found on the School website as well as on the S drive with all other policies. This has been updated in light of remote learning.

6. Monitoring arrangements

This policy will be reviewed every two years by the SLT. At every review, it will be approved by Academic Committee of the Governing Body.

7. Links with other policies

This policy is linked to our:
- P16 Behaviour policy
- P04 Safeguarding Policy and coronavirus addendum to our Safeguarding policy
- P53 Privacy Notice – Parents and Pupils
- P54 Privacy Notice – Job applicants, staff, Governors and volunteers
- C9 Computing policy
- P50 Online safety policy

APPENDIX A – Remote learning arrangements by Year Group

General Principles:

- The plans set out in this policy rely on all staff being available to teach remotely. The assumption is that no staff are on furlough and there are a limited number of Key Worker children in School who can be supervised by teaching assistants. Depending on the reason for School closure, this may or may not be the case. Plans may, therefore, need to be adapted based on the circumstances at the time of closure

- All year groups should have a registration and prayer session at the beginning and end of each day

- Children in Kindergarten and above should have a weekly celebration session, where they are able to talk about their successes for the week. Depending on the age of the children and the number of children in the class, this could be on a rota basis, or with each child contributing

- Children in Kindergarten to Form One will be given a suggested weekly timetable to follow

- Where possible, teaching input needs to be delivered live via Zoom or Showbie

- Ideally, children should not require parental support during live teaching sessions. For children in Upper Transition and above, parents should not sit and 'observe' lessons

- Children who arrive late to the lesson may not be able to have a re-cap. This will depend largely on the ongoing commitments of the teacher. For teachers who have small groups to teach (Kindergarten and Nursery) it is highly unlikely that a re-cap can take place

- Assemblies will take place on a Monday and Friday in the afternoon so as to avoid disrupting morning teaching time

Nursery

Rising threes

Children can Zoom in to the daily sessions at the beginning and end of each day of the days that they attend Nursery. Work packs will be sent home with suggested activities. Children can attend weekly Zoom assemblies.

Rising fours

Children can Zoom in to the daily sessions at the beginning and end of each day of the days that they attend Nursery. Children can attend weekly Zoom assemblies. In addition, children will be able to attend a daily small group Zoom session on the days they attend Nursery. This would cover one of the following:

- Letter sounds
- Counting
- Letter formation
- Number formation

Kindergarten

In addition to the information in 'General Principles', teaching in Kindergarten will be as follows:

- The class will be split into three groups. Each group will have a live phonics and maths session each day via Zoom. Each of these sessions will last for 20mins.

- The Zoom codes will remain the same for each lesson. A 'waiting room' will be in operation so that the teacher can let children into the room when the previous lesson has finished.

- At the end of each session, the teacher will suggest follow up work that the children can complete on paper. Parents can submit this for marking via Showbie

- In the afternoons, the teacher will hear 4 children per day read on a 1:1 basis. This will use either books that have been sent home or Oxford Owl

- At the end of the day, the teacher will send via Showbie the activities that the children can be working on the following day when they are not in Zoom sessions

- Specialist teachers will teach live lessons according to their COVID-19 timetables which are held in the timetables folder on the S: drive. This may involve remaining online throughout, or live teaching and returning at the end of the lesson for a plenary. Showbie can be used if required using the class teacher account.

Lower Transition and Upper Transition

In addition to the information in 'General Principles', teaching in Lower Transition and Upper Transition will be as follows:

- A daily English lesson, via Zoom. The teaching input will last for no longer than 15mins. The teacher will then remain on Zoom while the children work for a further 25mins. The teacher will then call the class together for a plenary before ending the Zoom call. Children who have not finished their work may choose to continue if they wish. All work should be submitted via Showbie.

- A daily maths lesson, via Zoom. The teaching input will last for no longer than 15mins. The teacher will then remain on Zoom while the children work for a further 25mins. The teacher will then call the class together for a plenary before ending the Zoom call. Children who have not finished their work may choose to continue if they wish. All work should be submitted via Showbie.

- An afternoon lesson, via Zoom. This could be RE, topic or art.

- Class teachers will hear each child read once a week via Zoom. They will use reading books that have been sent home or Oxford Owl.

- Specialist teachers will teach live lessons according to their COVID-19 timetables which are held in the timetables folder on the S: drive. This may involve remaining online throughout, or live teaching and returning at the end of the lesson for a plenary. Showbie can be used if required using the class teacher account.

Prep Classes

In addition to the information in 'General Principles', teaching in the Prep Department will be as follows:

- A daily English lesson, via Zoom. Following the input, the teacher will then remain on Zoom while the children work up to a total lesson time of 1 hour. Children may choose to stay online or go off independently. At the end of the lesson, the teacher will call the class together for a plenary before ending the Zoom call. Children who have not finished their work may choose to continue if they wish. All work should be submitted via Showbie.

- A daily maths lesson, via Zoom. Following the input, the teacher will then remain on Zoom while the children work up to a total lesson time of 1 hour. Children may choose to stay online or go off independently. At the end of the lesson, the teacher will call the class together for a plenary before ending the Zoom call. Children who have not finished their work may choose to continue if they wish. All work should be submitted via Showbie.

- An afternoon lesson, via Zoom. This could be RE, topic or art.

- Specialist teachers will teach live lessons according to their COVID-19 timetables which are held in the timetables folder on the S: drive. This may involve remaining online throughout, or live teaching and returning at the end of the lesson for a plenary. Showbie can be used if required using the class teacher account.

APPENDIX B – Remote learning arrangements for individual children

In the event that most children are learning in the classroom, but one individual child or a small group of children are learning from home, the following procedures are in place:

Nursery – Remote learning will be very limited. The child will be able to Zoom in for a Show and Tell session and a story session each day

Kindergarten – Work packs will be sent home. The child will be able to Zoom in for the teacher input of the lesson. 1:1 reading sessions with the teacher or teaching assistant will be arranged where possible within the existing timetable

Lower and Upper Transition - Work packs will be sent home. The child will be able to Zoom in for the teacher input of the lesson. 1:1 reading sessions and spelling tests with the teacher or teaching assistant will be arranged where possible within the existing timetable

Lower Prep to Form One – Work packs will be sent home. The child will be able to access the teacher via Zoom or Showbie for the input of the lesson where possible.

It should be noted that the scenario where the majority of the class are in School and one child or a small group remain at home is by far the most difficult to manage logistically. The child(ren) at home will be given a time to Zoom into class, but it has to be noted that the class may be late back from another lesson or break time, meaning the child might have to wait. Equally, the class cannot wait for the child at home to arrive on Zoom before the lesson starts. If they are not present when the lesson begins, the lesson will start without them. It is unlikely that the teacher will have time to go back and re-cap. However, teaching and learning resources will be available on Showbie.

APPENDIX C – Sample timetables for teachers

NURSERY TEACHER DAILY TIMETABLE

8.00-9.30 – Preparation time

9.30-9.45 – Registration and morning prayer

9.45-10.00 – Group 1 session

10.10-10.25 – Group 2 session

10.35-10.50 – Group 3 session

10.50-11.30 – Break

11.30-11.45 – Group 4 session

12.00-12.15 – Group 5 session

12.15-1.15 – Lunch

1.15-2.00 – Planning, marking, responding to emails, setting work for the following day

2.00-2.15 – Afternoon register, story and prayer

2.15-4.00 – Planning, marking, responding to emails, setting work for the following day

4hrs per day planning and prep time

KINDERGARTEN TEACHER DAILY TIMETABLE

8.00-9.00 – Preparation time

9.00-9.10 – Registration and morning prayer

9.15-9.35 – Group 1 phonics

9.45-10.05 – Group 2 phonics

10.15-10.35 – Group 3 phonics

10.35-11.00 – Break

11.00-11.20 – Group 1 maths

11.30-11.50 – Group 2 maths

12.00-12.20 – Group 3 maths

12.20-1.30 – Lunch

1.30-2.30 – 4x 10 minute 1:1 readers

2.30-2.45 – Afternoon register, story and prayer

2.45-5.00 – Planning, preparing materials, marking, responding to emails, setting afternoon work for the following day

3hrs 45 mins per day planning and prep time

LOWER AND UPPER TRANSITION TEACHER DAILY TIMETABLE

8.00-8.45 – Preparation time

8.45-9.00 – Registration and morning prayer

9.00-9.40 – English session

9.40-10.00 – Planning, marking and preparation

10.00-10.40 – Maths session

10.40-11.00 – Planning, marking and preparation

11.00-11.30 – Break

11.30-12.30 – 4 x 10 minute 1:1 readers

12.30-1.30 – Lunch

1.30-2.10 – Other subject session

2.10-3.00 – Planning, marking and preparation

3.00-3.15 – Afternoon register, story and prayer

3.15-5.00 – Planning, marking, responding to emails

4hrs per day planning and prep time

PREP DEPARTMENT TEACHER DAILY TIMETABLE

8.00-8.30 – Preparation time

8.30-8.45 – Registration and morning prayer

8.45-9.45 – English session

9.45-10.30 – Planning, marking and preparation

10.30-11.00 – Break

11.00-12.00 – Maths session

12.00-1.00 – Lunch

1.00-2.00 – Other subject session

2.00-3.30 – Planning, marking and preparation

3.30-3.45 – Afternoon register, story and prayer

3.45-5.00 – Planning, marking, responding to emails

3hrs per day planning and prep time

APPENDIX D – Use of Teaching and Nursery Assistants in the event of School Closure

In the event that School is closed, teaching and nursery assistants will have one of two roles. They will either be asked to supervise Key Worker Children in School, or they will be listening to children read via Zoom from home. A School iPad will be provided for this purpose. Proposed timetables are held on the School computer system to be used in the event of a closure.