



Nurture Inspire Achieve

REMOTE EDUCATION POLICY

Date of Next Review: December 2024
Responsible Officer: Headteacher



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1. Introduction

'Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.'
'Guidance for full opening – schools'
p17 – July 2020

Saltburn Primary School recognises the importance of our children continuing to access robust and high-quality education to facilitate progression in their learning. As teachers, we must endeavour to maintain the high standards of education regardless of the situation each child finds themselves in. The purpose of this document is to outline the responsibilities and expectations on all staff to ensure that this happens.

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
- Ensure that the school's teaching and learning practice falls within the parameters set out in the temporary continuity direction

1.1 Immediate Provision

If it is necessary for remote learning to be implemented for any group of children, we ask that children and parents are mindful that a pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

1.2 Longer Term Provision

Beyond the immediate provision, children will receive the same curriculum remotely as they would at school wherever possible. The curriculum will be adapted for remote learning based on the limitations of online platforms and anticipated limitations as to the resources we can reasonably expect a child to have access to when working from home.

2. Roles and Responsibilities

2.1 Local Governing Board (LGB)

The board of governors will evaluate the effectiveness of all arrangements outlined within this document and the readiness of the school to respond to the need for remote learning should it arise. They are ultimately responsible for ensuring that staff are certain that remote learning systems are appropriately secure for both data protection and safeguarding reasons.

2.2 SLT: Headteacher

With the support of the wider **senior leadership team**, the **head of school** will ensure policy compliance of all stakeholders (staff, pupils and parents), and will have oversight over the coordination of remote learning across school. The role will include monitoring of the effectiveness of remote learning through regular meetings with **teachers** and leaders, and the monitoring of remote learning security.



2.3 SLT: Assistant Headteacher for Inclusion

Designated safeguarding lead (DSL)

The Designated Safeguarding Lead will ensure that the school has robust systems in place to protect and safeguard the health and wellbeing of pupils and staff members throughout remote learning. The role includes liaison with appropriate parties to ensure that vulnerable pupils receive any additional support required to access remote learning. They are also responsible for recording and reporting any safeguarding incidents that may occur throughout the period of remote learning to appropriate bodies. The DSL's full responsibilities are outlined within the school's Child Protection Policy.

SENDCO

The SENDCO is responsible for liaising with **teachers, LSAs, the ICT Support Team** and the **Blended Learning Coordinator** to ensure that reasonable adjustments are made where necessary to ensure that pupils with additional needs (including those with an Education, Health and Care Plan [EHCP]) are able to access remote learning platforms and the work set

2.4 SLT: Assistant Headteacher for Assessment

AHT will work with the **Phase Leaders** and is responsible for overseeing remote learning to ensure its quality. This role includes working with **teachers** to ensure that work set is appropriate and consistent, and considering whether any aspects of the curriculum needs to change to accommodate remote learning. The AHT will also maintain an oversight of all school-owned hardware loaned out to staff and pupils to ensure that it is used appropriately and maintained in a good condition.

2.5 Phase Leaders

The **Phase Leaders** are responsible for liaising between **teachers** and **SLT** and ensuring policy compliance. They will work with the AHT to quality assure remote learning provision across the classes in their respective phase: EYFS, KS1, LKS2 and UKS2.

2.6 ICT Support Team

The **ICT support team** are responsible for supporting and assisting staff and pupils in accessing remote learning capable devices. As part of this role, they are responsible for working with the **AHT** to fix issues with systems used to set and collect work, and to review the security of remote learning systems (flagging any data protection breaches to the **data protection officer**).

2.7 Data Protection Officer

The **Data Protection Officer** (DPO) will ensure that all staff, pupils and parents are aware of GDPR data principles, and will ensure that the school's remote learning programs are compliant with GDPR and the Data Protection Act 2018. The DPO is responsible for reporting any issues of GDPR compliance to appropriate bodies.

2.8 Subject/Provision Coordinators

These colleagues take a specific oversight for one area of our school's curriculum or provision. For example, the maths coordinator will take an oversight of the teaching of maths at a full-school level, while the AR (Accelerated Reader) coordinator will take on oversight of our library and online reading resources.

Alongside their teaching responsibilities, **coordinators** are responsible for:

- Considering whether any aspects of the subject curriculum / school-wide provision needs to change to accommodate remote learning



- Supporting T&L colleagues with the delivery of content/materials in their respective area
- Alerting **teachers** to resources they can use to teach their subject remotely

2.9 Blended Learning Coordinators (Covid Times)

This designated role has been created specifically to address the challenges of remote learning. This may include working with families to overcome technological barriers. The **Blended Learning Coordinator** is responsible for setting up and maintaining the pupils' remote learning accounts (Seesaw for EYFS and Teams for Y1-6) and supporting with access. In this capacity, they will lead CPD for staff and provide ongoing support as required. The **Blended Learning Coordinator** will work with **senior leadership** and **subject coordinators** to quality assure the work being set online, and will support families to access work.

2.10 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day (09:00-15:00) although they may not always be in front of a device the entire time.
- Be proactive in seeking help from staff members if needed.
- Complete work to the deadline set by **teachers** or alert **teachers** if they are unable to do so.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.11 Teachers

The nature of exactly how **teachers** will provide for their classes will vary depending on which Blended Learning Model is in place for that class. See section 5 for details of these models.

When providing remote learning from home, **teachers** must be available between 09:00 and 15:00 with the exception of 12:00-13:00. It is a statutory requirement that all **teachers** receive allocated planning, preparation and assessment time (PPA) each week. In blended learning models 1 & 2, PPA will continue as normal. In the event of remote learning (blended learning models 3 & 4), PPA time will be allocated on a Friday afternoon and no work will be set for this time.

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure (contacting the **staff attendance line**). If the absence affects the completion of any work required, **teachers** must ensure that arrangements have been made with year group partners and **SLT** to ensure that work is completed.

When providing remote learning, **teachers** are responsible for:

- Setting work:
 - Children receive work for each school day. In EYFS and KS1, a minimum of 3.5 hours of online provision is required. In KS2, a minimum of 4 hours of online provision is required.
 - Weekly timetables should be shared online through the appropriate remote learning platform. Curriculum coverage must be broad, balanced and should be well-sequenced with incremental skills building.



Remote Education Policy

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- Activities should be carefully planned and differentiated to facilitate progress, as in a normal school day. At Saltburn Primary School, we use the STEP model of differentiation to support this (Space, Task, Equipment, Person).
- In EYFS, work set must include daily phonics and maths inputs, daily reading and a range of other activities planned against the profile objectives in all areas to meet the needs of the children.
- In Y1-6, work set must include daily inputs and activities for English (grammar, spelling, reading and writing) and maths. All other subjects must be provided across the week.
- Staff may use a mixture of live and pre-recorded inputs and activities.
- Pre-recorded work / planned activities should be set by 6pm the day before to provide as much flexibility for working parents as possible. Work should include a clear date by which the work should be completed.
- Work should be uploaded to the school's remote learning platforms. For EYFS (nursery and reception) and KS1 (Y1 & Y2) this will be Seesaw. As of January 2021, Y3-6 will transition from Seesaw and will use Microsoft Teams as their principle remote learning platform.
- Activity instructions/tasks should be uploaded in the PDF format wherever possible to ensure that children can access instructions on all devices.
- With Microsoft Teams comes access to the full suite of Microsoft software (including Word, PowerPoint, Excel etc.). This ensures that families without Microsoft subscriptions are still able to access software to facilitate learning.
- All children working from home should have one lined exercise book, and one squared exercise book. In Nursery, this will be one plain-paper book. This will support households with limited technology devices as children can complete work in their books and upload the it to the appropriate remote learning platform by photographing it.
- Year group teams should work together to divide the workload. One **teacher** is able to provide inputs and tasks for the full year group cohort for any given lesson, freeing the second **teacher** to provide tailored feedback in that time.

➤ Providing feedback on work

- All pupils should upload completed tasks and activities to their remote learning platform account (Seesaw for EYFS & KS1 and Teams for Y3-6). The platforms' functionality allows children to upload responses directly as digital files, or by photographing and uploading work completed by hand. This provides our families with a level of flexibility when completing and uploading work. **Teachers** will indicate when each task should be completed by when setting the work.
- Feedback should be provided for each subject set, and this will include a balance of written and verbal feedback. Comments should consistently celebrate success and provide guidance on next steps to facilitate progress. Next steps should take the form of A/B/C differentiated targets, or clear instructions of what you would like to see in the next piece of work.

EYFS & KS1 teachers will provide feedback through written comments and verbal audio comments attached to completed activities. 'Likes' may be used to acknowledge receipt of work. Feedback should include praise of achievements against the learning objective/success criteria, and a 'next step' target for improvement and progress.



Y3-6 teachers will timetable availability to provide live verbal feedback to individual children or small groups each day through the Teams software. This will occur during the school day (09:00 – 15:00) while the partner **teacher** is providing inputs/activities, and **teachers** will organise these times with pupils and parents.

Extended recording tasks should receive written feedback unless it is covered in verbal feedback. Extended recording tasks include reading/writing activities in English; minerals in maths; and project/written work in afternoon subjects.

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

- As part of professional safeguarding obligations, and to ensure continued progression in learning, each **teacher** is expected to keep in touch with pupils who are not in school. This should be done weekly using Teams or via phone call. The **teacher** should hear from the child directly during this communication.
- **Teachers** are expected to reply to emails/communications from parents and pupils, but are not obliged to do so outside of the hours of the work day.
- In the event of a concern or complaint, please refer to the appropriate colleague (see section 4). In the event of a safeguarding concern, this must be passed to the **Designated Safeguarding Lead**. If this is not possible, the concern must be passed to a member of the **wider safeguarding team**.

2.12 Learning support assistants (LSAs)

When working remotely, teaching assistants must be available between 08:35 and 15:29 with the exception of 12:00-13:00. During this time, they are expected to check work emails and be available when called upon to support the children with their learning using the remote learning platforms employed by the school (Seesaw/Teams).

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure (contacting the **staff attendance line**). They should also inform the **Assistant Headteacher for Inclusion** and their year group team.

Learning Support Assistants are responsible for:

➤ Supporting pupils who aren't in school with learning remotely

- **LSAs** will be directed by the class **teacher** or a member of **SLT** to work with specific children to support their progress.
- Support may take the form of working closely with a child, or delivering small group interventions. In both situations, staff would need to use Teams to achieve a visible, live presence.
- If **LSAs** are required to work via remote platforms (e.g. Teams), they will be provided with appropriate technology under a hardware loan agreement from the school. It is each colleague's responsibility to take care for the condition of the technology loaned to them.

➤ Completing operational tasks for the benefit of teaching and learning across the school.



- You may be guided by the class **teacher** or a member of senior leadership to complete specific operational tasks. For example, this may include management or creation of resources.

LSAs may be required to work from the school site. See the Blended Learning Models for further details.

3. Other Staff Responsibilities

3.1 Virtual Meetings

It is necessary for staff to attend briefings and meetings each week to keep abreast of developments across the school. It is also necessary for colleagues to meet one another and with pupils/parents in the day-to-day discharge of their safeguarding and T&L obligations.

Attending virtual meetings with staff, parents and pupils

- Colleagues are expected to act and present themselves professionally, as representatives of Saltburn Primary School. If working from home, professional attire is not necessary, but clothing should be appropriate when working visibly with colleagues/pupils. For example, pyjamas/onesies are not appropriate, and staff should be mindful of the cut of tops, skirts, dresses or shorts.
- Ensure that the 'school expectations' of the code of conduct are upheld.
- When working at home, staff and pupils alike should aim to work in quiet, tidy locations where they are able to focus on their tasks.
- When audible, staff should be mindful of their surroundings, and should conduct themselves according to safeguarding and GDPR considerations.
- When visible, staff should choose areas of their home that are as plain as possible. They must ensure that there is nothing inappropriate in the background of the camera frame.
- Images of children should not be shared without parental consent. This includes displays in the background of camera shots when working from school/home. Always be mindful of your surroundings and background when working visibly online.
- Briefings will be held for an 08:20 start each Monday. All **teachers** are expected to attend, and colleagues operating remotely should access through Teams. A member of **SLT**, the **ICT Support Team** or the **Blended Learning Coordinator** will extend an invite by email prior to the meeting.
- If operating remotely, **teachers** are expected to attend meetings each Wednesday 15:30-17:00 (and any scheduled twilight sessions) via Teams. Invites will be emailed prior to the meeting.

3.2 Duties / Clubs

- If operating remotely, it is expected that staff will arrange cover for their duties and inform **SLT**.
- If working remotely will impact on any clubs or after-school arrangements, the respective colleague must coordinate with **SLT** to organise cover or cancel (and inform parents) with as much notice as possible (minimum 48 hours where able).



4. Who to contact

If *staff* have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in using remote platforms – talk to the **AHT/IT department**
- Issues/enquiries with regard to curriculum content – talk to the appropriate **subject coordinator / Assistant Headteacher for T&L**
- Enquiry regarding clarity of expectations – talk to the **Phase Lead** in the first instance.
- Issues with behaviour – talk to the **Phase Lead** in the first instance.
- Issues with SEND provision – talk to the **Assistant Headteacher for Inclusion**
- Issues with IT – talk to **ICT Support Team**
- Issues with their own workload or wellbeing – talk to the **Headteacher**
- Concerns about data protection – talk to the **Headteacher**
- Concerns about safeguarding – talk to the **Assistant Headteacher for Inclusion** (Designated Safeguarding Lead)
- Reporting absence – contact **staff attendance line**, year group colleagues and **Assistant Headteacher for Inclusion** so that cover can be arranged.

5. Blended Learning Models

It is a legal requirement that all children access a formal education. This extends to periods of self-isolation, for as long as the child is well enough to work and learn. In all models, children must receive the equivalent instruction to their usual learning hours, across a broad range of subjects. These subjects should be planned and delivered in a clear sequence to facilitate progress.

Four models of blended learning have been devised to ensure that the progress of our children can be maintained in a variety of different scenarios. These models hinge upon access to remote learning platforms:

- Seesaw in Nursery, Reception, Y1 & Y2.
- Microsoft Teams in Y3, Y4, Y5 & Y6.

Model Number	Circumstances
Blended Learning Model 1	One or a small number of children from a class are self-isolating. The teacher, LSA and the rest of the class are still working in school.
Blended Learning Model 2	The teacher of a class is self-isolating but the children (or majority of children) and LSA are still working in school.
Blended Learning Model 3	The full year group bubble is locked down. All teachers, LSAs and children in that year are self-isolating.
Blended Learning Model 4	The school is closed to all but key worker / vulnerable children. All other children are self-isolating and working from home. Teachers are alternating between working at home and on site. LSAs are working on site.



5.1 Blended Learning Model 1

In this model, staff are teaching on site while also providing for those few children in their class who are accessing remotely.

- Live streamed or recorded inputs are provided on remote learning platforms. Activities and tasks are also uploaded and are fully accessible for pupils working from home.
- Children working from home will then be given an appropriate timeframe for completing the activity, and will be expected to upload their work onto the appropriate platform.
- If parts of a lesson are live streamed, the area of the classroom within shot of the camera should be clearly demarcated and children in the classroom should not access this area.
- Children will be expected to conduct themselves according to the school rules when accessing work from home, and to abide by a code of conduct (see appendices) for remote learning.
- Staff members will provide verbal or written feedback to work.

In this model, **teachers** will be expected to balance their work in the classroom with their remote learning commitments. This will require patience and understanding from pupils and parents.

5.2 Blended Learning Model 2

In this model, the **teacher** is self-isolating but is continuing to meet their professional obligations virtually from home while the children are continuing to work from school.

- An **LSA** will be in the classroom with the children at all times to ensure that the children are safeguarded, focusing and working. Staff members will provide verbal or written feedback to work.
- The **teacher** can be 'broadcast' into the room as prerecorded or live inputs, and physical resources are shared with the class by the **LSA** in the room.
- The **teacher** will also be expected to provide face-to-face feedback to children during lessons.

5.3 Blended Learning Model 3

In this model, an entire bubble is self-isolating. **Teachers, LSAs** and children alike will be working from home. It is expected that children will receive a full school day of activities, and parents will provide their support in ensuring that children access the activities set.

- Live streamed or recorded inputs are provided on remote learning platforms. Activities and tasks are also uploaded and are fully accessible for pupils working from home.
- Children working from home will then be given an appropriate timeframe for completing the activity, and will be expected to upload their work onto the appropriate platform.
- Children will be expected to conduct themselves according to the school rules when accessing work from home, and to abide by a code of conduct (see appendices) for remote learning.
- Staff members will provide verbal or written feedback to work.

5.4 Blended Learning Model 4

In this model, the whole school has closed and on-site provision is continuing exclusively for vulnerable children and the children of key workers. On-site classes have closed and all other children are working from home. Children accessing the site do so only with the prior agreement of school. The government advises that anybody able to work from home should do so. With this in mind, **teachers** in year groups are alternating between working on site and from home. **LSAs** will need to work on-site.

- **Teachers** will take responsibility for the provision of all learning. **LSAs** will take responsibility for the oversight of children accessing on-site key worker / vulnerable child provision.



- **Teachers** provide live streamed or recorded inputs via remote learning platforms. Activities and tasks are also uploaded and are fully accessible for pupils working from home.
- Children working from home will then be given an appropriate timeframe for completing the activity, and will be expected to upload their work onto the appropriate platform.
- Children will be expected to conduct themselves according to the school rules when accessing work from home, and to abide by a code of conduct (see appendices) for remote learning.
- **Teachers** will provide verbal or written feedback to work.
- **Teachers** within a cohort team will alternate between providing inputs/activities and providing feedback.
- Vulnerable / key worker children accessing the site will continue to work in school accessing the remote learning using school-owned devices.
- **LSAs** will be in the classroom with the key worker / vulnerable children at all times to ensure that the children are safeguarded, focusing and working. One **teacher** from each cohort team will be present on site each day and fulfilling their teaching and learning obligations from the adjoining classroom. The on-site **teacher** is responsible for releasing the **LSA** for breaks/lunch, supporting with end-of-day arrangements and stepping in to manage instances of disengagement or challenge.

6. Data Protection

6.1 Accessing personal data

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

- When on site, all staff have access to SIMS via a secure password. This system contains all contact details for parents and children. All staff ensure that they log out after each use.
- When operating off site, staff have access to documents containing SIMS reports. These reports may contain contact information for parents and children to allow staff to fulfil their responsibilities while working from home. These documents are password protected, and can only be accessed off-site using our Home Access portal (access to which is also password protected). Staff must not keep these documents saved on personal computers or devices.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils. These devices must be password protected and have been signed out by staff members individually (including charger units).

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, phone numbers (etc) 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.

Sharing should only occur securely using staff email accounts. Documents containing personal information must be password protected, and passwords should not be included in the same communication.

6.3 Keeping devices secure

As a school, we are legally bound by statutory GDPR regulation. All staff have been trained in this. Please access this link for tips on [GDPR and remote learning](#), and talk to a member of **SLT** or the **Data Protection Officer** for more information.



All staff members will take appropriate steps to ensure their devices remain secure. The **ICT Support Team** are available to help if any colleague requires assistance in putting these measures in place. These steps include, but are 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

7. Safeguarding

Please see our safeguarding update published on the school website for a detailed review of how our practices have been adapted in the context of COVID-19.

In terms of remote learning, please be aware of the following information:

- Be mindful of backgrounds when sharing visual feeds in recorded or live streamed material / meetings.
- Recording the image of a pupil, parent or staff member without their consent is not acceptable. This includes screenshotting, taking photographs, recording audio, recording video etc. Equally, resources, learning materials, inputs, recordings and live streams should not be shared beyond the intended recipient without consent – this includes on social media.
- If you have any concerns with regard to the safeguarding or wellbeing of any child, please contact the Assistant **Headteacher for Inclusion** (Designated Safeguarding Lead) immediately. If this is not possible, the concern must be passed to a member of the **wider safeguarding team**.
- Our **Chair of Governors** is also a member of our school's **wider safeguarding team** and can be contacted.

8. Monitoring Arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by the **Assistant Headteacher for Teaching and Learning**. At every review, it will be approved by the **Head of school** and **SLT**.

9. Links With Other Policies

This policy is linked to our:

- Behaviour policy
- Attendance policy
- SEND policy and information report
- Child Protection Policy



- Data protection policy
- Online safety policy
- Keeping Children Safe in Education

10. Parent Quick Reference Guide (FAQs)

1. Which remote learning platforms will be used?

- Seesaw – Nursery, Reception, Y1 & Y2
- Microsoft Teams – Y3, Y4, Y5 & Y6

Platforms have been selected based on the best software, accessible to the children, to facilitate progress. Unfortunately, we cannot offer combinations of platforms within year groups due to the unsustainable workload this would add to teachers.

2. How can I access these platforms?

- **Seesaw**
<https://app.seesaw.me/#/login>
- **Microsoft Teams** -
<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>

Either platform can also be accessed by downloading an app onto any device.

3. How much work will be set?

- Nursery & Reception - Approximately 3 hours per day
- Y1 & Y2 - Approximately 3.5 hours per day
- Y3, Y4, Y5 & Y6 - Approximately 4 hours per day

This time includes inputs, activities and self-directed tasks.

4. What do I do if I do not have devices at home?

Please contact the school (blendedlearning@slc.rac.sch.uk) and it may be possible to loan devices to allow your children to access our online learning platforms. This would involve signing a home loan agreement when collecting the device from school. This agreement outlines your responsibilities to care for the school's property. If you do not have internet access, please contact the school via phone (**01287 621010**) to see what can be put in place.

5. What form will learning take?

- Nursery and Reception children
Assigned tasks will be set via Seesaw, each with clear instructions. They will also receive links to instructional videos, and may receive videos directly from their teachers. Seesaw activities will include phonics provision and early mathematics provision each day, in addition to a range of activities to support learning in all areas of development.



- Y1 & Y2 children
Assigned tasks and instructions will be set at via Seesaw each day. Inputs will take the form of links / uploads of instructional videos. This will cover English and maths daily, with all other subjects provided for across the week.
- Y3, Y4, Y5 & Y6
Children will receive inputs in a blended way via Microsoft Teams. Inputs may be provided as links/uploads from high quality external providers (e.g. National Oak Academy); narrated PowerPoints from the teacher; pre-recorded videos; live streamed inputs etc. Children will then be set assignments based on the inputs. This blended approach will cover English and maths daily, with all other subjects provided for across the week.

6. When will my child receive their work?

- In Nursery, Reception, Y1 & Y2, the majority of work should be uploaded to Seesaw by 6pm the day before wherever possible.
- In Y3, Y4, Y5 & Y6, work will be uploaded to Microsoft Teams by 6pm the day before where possible; however, this will not be possible where teaching involves a live component (e.g. a streamed input).

7. How will my child receive feedback?

- Nursery, Reception, Y1 & Y2 children (via Seesaw)
'Likes' may be issued to acknowledge receipt of work. For specific set pieces, children will receive feedback that identifies something they have done well (linked to the learning objective) and guidance on how to improve (i.e. 'next steps' comments). This feedback may be written or provided as audio comments.
- Y3, Y4, Y5 & Y6 (via Microsoft Teams)
For specific set pieces, children will receive feedback that identifies something they have done well (linked to the learning objective) and guidance on how to improve (i.e. 'next steps' comments). This feedback may be written or provided through supportive streamed video calls.

8. When will my child receive feedback?

- Across the school day (i.e. 08:45 – 15:15) with the exception of Friday afternoons when teachers are timetabled for PPA.
- Teachers at Saltburn Primary School are working in their year group teams. While one teacher is providing inputs, instructions and activities, the other one will be providing feedback. They will alternate between these roles.



11. Appendices

As of January 2023, those staff with specific responsibilities as pertains to this policy are listed below.

Chair of Governors

Gary Bickerstaff

Senior Leadership Team (SLT)

- **Headteacher** Caroline Chadwick
- **Assistant Headteacher for Inclusion (DSL & SENDCO)** Gail Ash
- **Assistant Headteacher for Assessment & Data** Richard Thompson

Phase Leaders

- **EYFS (Nursery & Reception)** Ben Dalton
- **KS1 (Y1 & Y2)** Katie Sawdon
- **LKS2 (Y3 & Y4)** Tina Thompson
- **UKS2 (Y5 & Y6)** Kelly Allington

Wider Safeguarding Team

Gail Ash (DSL)
Caroline Chadwick (Deputy DSL)
Richard Thompson
Lindsey Flynn

ICT Support Team

Neil Craig
Sam Penketh

Data Protection Officer

Andrea Sotheby

Staff Attendance Line

Lindsey Flynn