




Remote Learning Policy

Policy Originator	The Key
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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

2. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.45 – 3.40.

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.

When planning provision teachers should take into account the following guidelines:

- 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
- 4 hours a day for KS2

EYFS Teachers will plan talk for writing, phonics, maths, and understanding the world and expressive arts and design activities for the children to complete at home.

KS1 and KS2

Maths:	Follow the Maths Mastery/White Rose units, adapting learning resources for home-learning where necessary. The Oak Academy can also be used alongside the Maths Mastery program. Plan and upload differentiated daily lesson activities/worksheets and videos.
Literacy:	Continue planning T4W units following on from where you are in class or use the T4W booklets which have been pre-planned.
Spelling:	Set weekly spellings as you would in class.
Reading:	Y1/Y2 -2x reading comprehension activities per week Y3/4/5/6 – Follow the DR long term plan where possible, planning for children to read a section of a text and write summaries/predictions of the next part/ inferences about characters/and other strategies etc. Big Picture lesson once a week (twice in Year 6).
Foundation Subjects:	Follow schemes of work/objectives as closely as possible, but obviously these will need adapting for accessibility of home-learning.

Differentiation

Lessons should be differentiated where appropriate (as you would do in school). Use the coding system below to ensure consistency across the school for parents across all subjects:

/**/* (1 star being Working Towards, 2 stars Expected level, 3 stars Exceeding).

Maths: Provide differentiated worksheets/ tasks (as you would do in class) – Working Towards (*), Expected (**) and Exceeding (**).

Literacy: Provide clear success criteria/expectations for longer writing tasks (these could be differentiated if appropriate). Grammar tasks/sheets, comprehensions, boxing up sheets should be differentiated or scaffolded to support children where necessary.

Organisation of Planning and Resources on Google Classrooms

- Initial folder labelled with half term and week e.g. Aut 1 Week 7 or week beginning 7/1/21. Then within that, 4 folders for that week labelled Maths, Literacy, Foundation Subjects and SEN. Differentiated task should be placed in the SEN folder for specific children who cannot access the starred activities.
- Provide a weekly or daily overview for Literacy (incl writing/reading); Maths and Foundation Subjects. This should be uploaded
 - Literacy and Maths to have an overview of learning for each day – outline tasks, instructions, cross ref resources needed for each lesson (with those you have supplied on Google Classrooms) e.g. word mats, video support etc. Level of detail for each day may vary, dependent on age of children, tasks and other resources that have been uploaded to support that day's learning.
 - Foundation Subject overview – outline of learning, tasks and resources for PSHE, Science, Art/D&T, Topic.
- Video Support - videos for phonics/reading, writing and maths should be uploaded each day to support that days learning e.g. modelling a maths strategy, talking through key features of a model text (T4W), video of focus story/model text being read for that week's work, modelling writing process and any other video which you think is needed to support the children's learning and provide clarity. Videos created through Oak Academy, white Rose Maths or others can be used where they match the learning.
- Documents – Consider the presentation of tasks and resources needed for each lesson, so that it is easy for children to view on screen. Try to compile instructions/prompts/questions on to a minimal number of sheets per lesson so that it is easier for children (and parents) to view on a screen, as well as being less paper for those who are printing. Think about the quality of resources, rather than overloading parents/children with lots of different resources/paper for each lesson.

- When providing remote learning, teachers should have one day to get the initial overview and first day of lessons ready. Parents will be told to login on the second day of remote learning to access these materials.
- Resources should be uploaded by 3pm for the following day so that parents have time at the very latest so that parents have time to download and prepare before lessons start the next day.
- Work should be uploaded to Google Classrooms (see Appendix A for Instructions)
- Teachers should liaise with their year group teachers and agree how to share planning so work load is managed and there is consistency across the year.

Assessment and Feedback

➤ Providing feedback on work:

- Children should upload their work onto google classroom by 3pm the latest everyday so that the teacher can see it and provide feedback where needed.
- The teacher provides feedback in the comments box where the child has uploaded their work.
- If feedback impacts on the next piece of learning, this needs to be given before the next piece of work is set. Otherwise feedback from the teacher will be given with 3 days.

Teacher Contact with Parents and Children:

- Contact ALL parents during the first week to ensure they can access Google Classrooms. If they do not have access to a suitable device then the teacher must email the Community Lead to arrange for a loan device. Those parents who have not logged onto Google Classrooms or attended zoom sessions should be contacted first.
- Live Zoom sessions with children should be daily at the end the school day e.g. 3pm and should be an opportunity for children to share learning, listen to a story or reflect on how the days learning has gone.
- Teachers will need to continue making contact via telephone for those children who are not attending the zoom meetings or accessing Google Classrooms. This should be done as frequently as possible, using the school mobile phone provided. Other parents may not need contacting again unless they request this.

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

- Teachers should contact parents and the children who are not in school once a week for KS2 children and twice a week for KS1 children via email or phone (whichever is more appropriate for that family).
- If emails are received from a parent by a teacher, these need to be responded to within 24 hours (not outside of working hours).
- Any complaints or concerns shared by parents and pupils should be dealt with by the class teacher unless a member of SLT is needed.
- Where children are not completing work, regular contact e.g. daily phone calls should be made. A member of SLT should take on this responsibility where this is persistently the case.
- Where appropriate and able to do so, a zoom session should be arranged for the children in school and the child/ren at home to attend a session together.

➤ Attending virtual meetings with staff, parents and pupils – cover details like:

Teachers should ensure they wear appropriate clothing (as they would in school) during the zoom sessions.

- Teachers need to avoid areas with background noise and ensure there is nothing inappropriate in the background.

Within one-year group, one teacher will be responsible for in school learning with children who are attending and the other teacher will be responsible for online learning, including the resources which need uploading.

Both teachers are responsible for providing feedback to the children online so this will need to be shared (particularly where there is an imbalance of children in school and at home).

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9.00 – 3.30.

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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
 - Teaching assistant will support EHCP pupils
 - They will prepare resources to support work uploaded to Google Classroom (materials that support differentiation like task planners, visuals, individual timetables, now and next boards, graphic organisers, differentiate levels of questioning, scaffolds such as multiple choice or parts of information, chunking/breaking down instructions into small steps, prompting materials)
 - Possibly organising and preparing packs to be sent home for children who need this
 - They might participate in virtual sessions with the EHCP child to support their learning (prompting, scaffolding, questioning, breaking down and repeating instructions for the child)
 - They might participate in virtual sessions with the EHCP child to support their emotional well-being (saying hello and checking in with the child).
- Attending virtual meetings with teachers, parents and pupils:
 - Follow school policy on dress/attire
 - Work in appropriate locations (avoid areas with background noise, nothing inappropriate in the background)

If a teaching assistant is involved in a virtual meeting or resourcing, if necessary, another support staff will cover that teaching assistants in school responsibilities during this time.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

3.3 Community Lead

The Community Lead is responsible for ensuring that all children have access to appropriate technology or hard copies of learning material.

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Having systems for checking, ideally on a daily basis, whether vulnerable pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

3.4 Lead Practitioner

The Lead Practitioner has overarching responsibility for the quality and delivery of remote education.

- The Lead Practitioner should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and confident in its use.
- Co-ordinate the remote learning approach across the school
- Monitor the effectiveness of remote learning through weekly meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work

3.5 Pastoral Manager and Deputy Designated safeguarding lead (DSL)

The DSL is responsible for:

- Maintaining daily contact with any child on a Child Protection Plan and regular contact with children on Child in Need plans or those who have had recent referral. The frequency of contact will be agreed with the Head Teacher.
- Liaise with colleagues to ensure that children are able to access the remote provision.
- Attend virtual meetings with external agencies.
- Reach out to parents to identify children who may be developing mental health concerns and provide support to those families through sign posting to external agencies.

3.6 IT staff

IT staff are responsible for:

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- 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
- Assisting pupils and parents with accessing the internet or devices

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents with children learning remotely to:

- Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. 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 relevant subject lead or SENCO
- Issues with behaviour – talk to the head teacher
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will only use school devices and should not use personal devices.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found R:\Teacher Shared\School Policies\Other Policies in Operation at Campsbourne\Safeguarding Policies

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected. All password must, where the software, computer or device allows:
 - be a phrase which is at least 8 - 12 characters long including both numbers, letters and at least one special character;

- be changed on a regular basis [and at least every 180 days];
 - [cannot be the same as the previous 10 passwords you have used];
 - not be obvious or easily guessed (e.g. birthdays or other memorable dates, memorable names, events, or places etc.)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

You can find the school's Safeguarding and Child Protection Policy on the Teacher Drive R:\Teacher Shared\School Policies\Statutory Policies and school website.

7. Monitoring arrangements

This policy will be reviewed annually or after a period of class / year group / whole school remote learning. At every review, it will be approved by the head teacher.

8. Links with other policies

This policy is linked to our:

- Behaviour Policy including Anti Bullying
- Child Protection and Safeguarding Policy
- Data protection Policy and Privacy Notices
- Home-school Agreement
- ICT and Acceptable Use Policies
- Online Safety Policy