



Remote Learning Policy

1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend (including any who are shielding) will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

3. Resources

Resources to deliver this Remote Education Plan include:

- Online tools: Tapestry for EYFS and pre-school
- Office 365/TEAMS and Starz for KS1 and KS2 with Zoom until TEAMS is up and running
- Staff CPD on use of Teams through ICT Services
- Information for parents – guidance on use of Teams, how to log in, access work and upload completed work.
- Video – use of Oak Academy, BBC bitesize and teacher's own as appropriate for planning
- Printed learning packs for children with no printer or limited access to technology
- Year 6 use of CGP books

Please note:

1. **initial training on Teams has taken place in staff meetings this half term – now used for meetings in school;**



2. *full day training on setting assignments, uploading/downloading and giving feedback will take place on Inset day on 2nd November.*
3. *Next half term children will be trained in school in how to log in, access, complete and upload completed work;*
4. *Homework will be set on Teams, with guidance videos and sheets to share with parents.*

The detailed remote learning planning and resources to deliver this policy can be found as follows:

- Timetable for the weeks learning will be in line with in-school learning and will be sent to each class separately as these will vary, to enable in school and at home learning to be in line
- Downloadable and printable resources will be emailed to parents,
- In case of a bubble closing or wider lock down, resources will also be uploaded to the school website
- In due course, work will also be set using assignments on Teams on Office 365
- Links to videos will be included in individual lesson plans, as well as QR codes
- Links will also be included with the resources on Teams
- Medium Term Planning with long term objectives are shared on the school website and with parents by email
- Weekly plans, resources such as maps and other visuals will be shared on Teams or emailed with daily plans
- Teacher Code of Conduct for phone calls/live video/recorded video

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Pupils will study a broad range of subjects, including English, Maths, Science, History or Geography (blocked), RE, Art, PSHE, French (KS2), Music, ICT.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Planning will be informed by the feedback from previous remote learning
- Teachers will use questions and carefully designed tasks to check how well pupils are progressing through the curriculum.
- Learning will be meaningful and ambitious, with frequent, clear explanations by the teacher of new content, either through worksheets, diagrams, videos by teacher or well-matched Oak Academy or BBC Bitesize where suitable.
- Those who cannot attend school will access similar learning to that which their bubble is completing within school.
- Activities will be varied and not solely consist of 'screen time'; for example children will be required to complete written activities, read written source materials, complete art work and other practical activities as appropriate with regard to limitations of resources at home
- Teachers will have access to a wide variety of resources to share remotely, such as videos, worksheets, online resources, powerpoints, visuals
- Resources will be quality assured by subject and senior leaders, who will monitor planning and resources weekly and where there are concerns support will be given and more frequent monitoring
- Staff will have the training they need to provide online learning safely, including guidance documents and staff meetings to explain and model good practise
- All pupils will have access to the resources they need to learn. We will ensure this by parent questionnaire on technology at home and accessing additional devices from the DFE where children are eligible. We will also provide paper, exercise books and deliver home packs



weekly where needed. Parents will upload photos of work daily on Teams or email to school to ensure feedback is given.

- Teachers will communicate the purpose of activities and their success criteria for pupils, either by video or with explanations on worksheets, as well as through the Daily Early Morning Lesson.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by setting these for homework each week in due course (second half of Autumn Term).
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families through strong communication in weekly phone calls or emails with the class teacher and support from the SENDco. Work will be differentiated to meet children's needs and feedback from parents and children will inform this.
- COVID catch-up funding will be used effectively to address identified gaps in the children's learning.
- Staff workload will be managed through reviewing the impact of setting home learning and managing this alongside class teaching in school.
- Leaders will measure engagement in remote learning by monitoring work that is handed in and through feedback from parents via regular surveys and use this information to review provision and make changes as necessary.
- Physical Activity will be encouraged in line with the class timetable with links to age appropriate active videos shared with parents.
- Contact with the teacher will be on a daily basis – either by class email or chat messages on Teams or Starz or via video link on Teams or Zoom.
- **When whole class absent, 9 am Daily Early Morning Lesson** (10 minutes) via Zoom or Teams each day to start the day reminding children of what they have been learning, the purpose of the learning today and what the teacher is looking for; to remind them to upload their learning and to give general feedback to the class. *(This may need to be staggered if more classes at home to enable siblings to access this on shared devices.)*
- Where children are not in school for longer than 2 weeks ie shielding, teachers will organise Zoom / Teams catch up sessions to enable children to see their peers and engage with their teacher.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND).

We will provide guidance to parents on how to use Teams, Office 365, Starz and Tapestry.

Resources will be shared with pupils and parents via email and our school website initially, and Office 365 in due course.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible. We will share the class timetable and set work both in and out of school in line with this timetable.

Should parents be unable to access online work for any reason, they should contact the office by phone and the teacher on the class email address so that other arrangements can be made.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should remember that while they are completing home learning it is important to follow this guidance to keep safe. Office365 and Starz are safe platforms but there is an expectation that everyone will behave safely and treat



everyone with respect online.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Supporting teachers to adapt sequences of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including by looking at planning, outcomes in children's work, feedback from parents and pupils. *Inexperienced Teachers (NQT and RQT1) will buddy up with more experienced teachers in order to ensure quality and effectiveness.*
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers will be provided with the necessary training on how to use Teams on Office 365, Starz and Tapestry.

When providing remote learning, teachers must be available between 8.30 and 4 pm.

Teachers unable to work for any reason during this time should inform the headteacher immediately.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes daily
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Daily English and mathematics work and one or two other subjects – depending on timetable
 - Teachers will set expectations that children will read at home and that parents will complete the reading diaries and take a photo to send to teacher to keep Battle of the Books going; teachers will guide parents to the e-books on the school website.
 - Planning and resources will be completed and sent to SLT to be checked before sending out to parents – at least 3 days before in the case of longer term absence
 - Teachers will set work using the Teams office 365 online platform (initially be email, on Starz or school website)
 - It is expected that learning will be set for between 3 – 4 hours each day.
- Providing feedback on work:
 - Reading, writing and mathematics work – feedback on work will be given daily.
 - Work in other subjects – feedback will be given where appropriate.
 - Feedback will be encouraging and motivating and will include detailed feedback where required in order to move the learning on
 - Planning will be informed by the children's work and adjusted accordingly
 - Reading feedback will be based on reading comprehensions and photos of Battle of the Books in reading diaries.
- Keeping in touch with pupils who aren't in school and their parents:



- Teachers are expected to make at least weekly contact, via emails, phone calls or Zoom/Video on Teams
- Children are expected to email or upload work daily. Where work is not submitted by the end of the day, teachers will contact parents.
- If there is a concern around the level of a pupil's engagement, the teacher should phone the parents and speak to the child, then speak to SLT for support.
- Teachers should only use their class email address to communicate with parents and pupils. All parent/carer emails should come through the school admin account.
- Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
- Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the headteacher or deputy headteacher
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Teachers will respond promptly to requests for support from families at home, by phone or email
 - Any complaints or concerns shared by parents or pupils should be reported to the Headteacher
 - For any safeguarding concerns, refer immediately to the Designated Safeguarding Lead or Deputy Safeguarding Lead
- Staff who are required to self-isolate are expected to:
 - Inform the headteacher immediately
 - Following contact with school, the office manager may set up a referral to Occupational Health to support that individual if required
 - Obtain a test and share the result of it with school so that appropriate plans can be made
 - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual working hours.

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 immediately to the Headteacher.

During the school day, teaching assistants must complete tasks as directed by DH and SENDco. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher, Deputy Headteacher or SENCOs
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work linked to school improvement priorities

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.



The SENCO

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the headteacher and other organisations to make any alternative arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support required by pupils

The Finance Assistant

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

ICT Technicians

ICT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are 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
- Support training of teachers and other staff

Pupils and parents

Staff can expect pupils who are learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers and email or upload so they can receive feedback
- 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 with children who are learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the class timetable
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via school website, Teams or Starz
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by the class email address or by contacting the school office via office email address or by phone
- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body 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
- Ensuring that the workload is manageable and staff wellbeing is being considered



7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

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

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on 3rd September 2020. Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code, as appropriate for school
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- Professional standards of behaviour and communication at all times

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video



Appendix 1

Summary for Parents and Website

All learning will be shared either by email, Starz, Tapestry or on Teams, Office 365.

Please note that if children or parents are struggling with Home Learning, staff at school will offer support and flexibility. Please contact the office or the class teacher as soon as possible so we can help.

Short Term Individual Child Absence

If your child has a short-term absence due to COVID-19:

- Isolating due to a family or household member developing symptoms, while waiting for test results – we would not expect this to be longer than 3 days

Teachers will send home via email learning which is in line with what the class are learning in school. This will enable the child to be ready to slot straight back into the class learning on their return.

Work needs to be emailed back to the teacher each day; the teacher will provide short feedback daily to encourage and motivate.

Longer Term Individual Child Absence

If a 'short-term absence' becomes longer than three days:

- Isolating due to a positive Covid19 test result in the family or household or the child – but the child remains well enough to complete learning. This would normally be up to 14 days.

Teachers will send home via email learning which is in line with what the class are learning in school. This will enable the child to be ready to slot straight back into the class learning on their return.

Work needs to be emailed back to the teacher each day; the teacher will provide short feedback daily to encourage and motivate.

A short weekly Zoom session and / or phone call may be organised to stay in touch. This will be by the TA for children with EHCPs.

Long term Shielding Individual Child Absence

If one or several of a class are shielding for longer period of time but are not unwell. Provision will include:

- Learning will be sent home that is in line with what the class are learning in school.
- Work needs to be emailed back to the teacher each day; the teacher will provide short feedback daily to encourage and motivate.
- Timetable for week will be shared, along with planning for English, Maths and Foundation Subjects
- Weekly Zoom with a couple of friends – to support social interaction
- Weekly Zoom with teacher including Zoom Green Certificate class presentation
- Short teacher input videos – eg phonics /phonics play videos
- Tapestry for EYFS
- Links to videos such as Oak Academy where appropriate



Short Term Absence of Whole Class – Closed Bubble for up to 3 days

If all the children in the class are absent for a few days:

- Teacher absent either because they are unwell or have symptoms and awaiting test results
- We are not able to find cover for the teacher due to our cover provision also being absent

Work will be set by SLT which if at all possible is in line with the ongoing planning for the class in English, Maths and Foundation Subjects. Feedback on the learning will be on return of the class.

Longer Term Class Absence of Whole Class

If the children and the class are absent:

- An adult or child has been tested positive for Covid19 and the whole bubble is asked to isolate for up to 14 days
- We have been asked to close the bubble due to Test and Trace

a) Bubble Closed for Two Weeks with Teacher Well

If whole class closed and teacher is well:

- English, Maths and Foundation Subjects as per timetable
- Email plans to parents using class email
- Upload on website
- Set work on TEAMS, Office 365
- Starz / Teams to stay in touch with the children
- Class Zoom calls
- Monitoring of vulnerable children ie via phone call if no work
- Children to upload work onto TEAMS and then get feedback daily

b) Bubble Closed for two Weeks with Teacher Unwell

If whole class closed and teacher not well enough to set work:

- Home learning will be supported by SLT, using medium term objectives
- A slimmed down version of above
- Increased use of Oak Academy videos
- SLT Zoom with class
- Office to keep in touch with vulnerable children

Long term lock down (ie more than 2 weeks):

Expectations will be as for two week closures, reviewed regularly.