



Remote Learning Policy – Nov 2020

1. Aims of Remote Learning

- To ensure that there is consistency in learning for pupils who aren't in school
- To ensure the continuation of a broad and balanced school curriculum which is accessible for all pupils
- To ensure that all pupils receive meaningful feedback to enable them to progress in their learning

2. Who is Remote Learning applicable to?

- Any child who is waiting for a Covid-19 test result and is therefore required to self-isolate until a negative test is received.
- Any child who has tested positive for Covid-19 and is therefore required to self-isolate
- Any child who is living with someone who has developed symptoms of Covid-19 and is waiting for a test result, meaning the whole household have to self-isolate
- Any child who is living with someone who has tested positive for Covid-19 and is therefore required to self-isolate
- Children in a bubble who have been asked to self-isolate due to another member of their bubble testing positive for Covid-19

3. How does Remote Learning work for isolating children?

- Each class for years 1-6 have their own Google Classroom. Children will all be given codes to access their Google Classroom and shown how to do this in school
- Remote learning for our Reception Class will be set on Tapestry
- Google Classroom should be set up in folders: "Grab Pack"; "Maths"; "English"; "Topic" and "General Resources." The Grab Pack will contain two days equivalent of generic resources/lessons, which any child who has to isolate can access immediately.
- From day three of a child isolating, daily Maths and English lessons will be available in the form of PowerPoints, worksheets, prompt sheets etc. These can be links to Oak Academy lessons, White Rose materials, Twinkl materials or other materials that the teacher deems appropriate. These lessons should be broadly in line with learning in class, e.g. following similar objectives or genres, however the content may be different.
- From day three of a child isolating, three topic lessons related to the class Learning Journey will also be available. Again, any appropriate resources, as listed above, may be used.
- From day three of a child isolating, work will be focussed and tailored to each individual class' needs. This will include differentiation for those with an EHCP

- Work for individuals who are isolating will be assigned to children using Google Classroom. Work that is submitted by the child will receive feedback from the teacher regularly, weekly or at the end of a unit of work.
- For children who cannot access online resources at home, paper copies of work will be provided or a laptop and wifi dongle if appropriate

4. How does Remote Learning work for Pod or School Closures?

In the event of a pod or school closure, teachers will:

- Be available on Google Classroom during the day to support children with their learning and give feedback
- Set Maths and English tasks Monday – Friday each week. These will include explanatory PowerPoints/notes/voice overs and an independent task. The tasks should cover curriculum areas appropriate for the year group and should allow for progression
- Work for the following day should be uploaded by 4.00pm the day before
- Ensure that children with an EHCP are provided with work that they can access
- Topic work should be set daily
- For children who cannot access online resources at home, teachers must inform SLT so that paper copies of work or a laptop and internet access can be provided
- Teachers will not be asked to deliver live lessons but may upload recordings of teaching, voice overs or reading a story. They should make sure that the school dress code is adhered to and a plain background should be used. Where this is not possible, the background should be blurred.

5. Responsibilities

Teachers

Remote Learning Responsibilities:

- In the event of a child isolating or pod closure, teachers will set remote learning for children as set in in sections 3 and 4 of this document

Safeguarding responsibilities:

In the event of an extended pod closure:

- Teachers are asked to make phone contact with the children in their class **at least once**. This should be recorded on a class spreadsheet and saved on Google Drive
- If a teacher does not hear from a child and they do not turn work in, they should inform the DSL or deputy DSL
- If a teacher has any safeguarding or wellbeing concerns, they should also contact the DSL or deputy DSL. Any concerns should be logged on CPOMs as per usual safeguarding procedures.

General responsibilities:

- Teachers will attend staff meetings on Monday at 3:45 either virtually or in person if restrictions allow
- In the event of school closures as a result of a lockdown, teachers may be asked to take turns to be on a shift with children of key workers or vulnerable children in school. If a teacher is in school, they will not be expected to be online or give feedback on the same day.

Support Staff

- Teaching assistants may be asked to assist with remote learning and be online during their usual working hours to support children where necessary. They should liaise with their class teacher about what this should look like
- In the event of school closures as a result of a lockdown, teaching assistants may be asked to do more shifts in school with children of keyworkers and vulnerable children due to being first aid trained
- In the event of school closures as a result of a lockdown, teaching assistants may be asked to attend a virtual staff meeting within their working hours
- In the event of school closures as a result of a lockdown, office staff will be asked to monitor the office emails on a daily basis and forward any relevant emails onto staff as well as ensure regular communication with parents via email, text and social media

Senior leaders and pastoral team

- Senior leaders will be responsible for setting expectations for children to complete the work that is set. This will be done by:
 - Phone calls to children not engaging.
 - Supporting children to access the internet by loaning laptops and wifi dongles where appropriate
 - Ensuring classwork on Google Classroom is printed and delivered where necessary
- Senior leaders have access to each year group's Google Classroom and will monitor the quality of work set and feedback given. This will include the Maths and English leads.
- Senior leaders will monitor the security of remote learning systems, including data protection and safeguarding considerations
- In the event of pod closures or school closures, the SENCO and Pastoral Assistant SENCO will be responsible for phoning all families with SEN children every 7-10 days
- In the event of pod closures or school closures, the DSL will be responsible for phoning all families under Level 3 or 4 support on a weekly basis
- In the event of pod closures or school closures, members of the senior leadership team and the Pastoral Assistant SENCO will also make contact with disadvantaged families every 7-10 days
- All phone calls will be logged on a central spreadsheet
- Any safeguarding concerns will be recorded on CPOMs as per usual safeguarding procedures
- The DSL will be contactable at all times during the school day via email and phone

Governing body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring safeguarding guidelines set out in this document are adhered to

6. 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 if this is regarding SEN pupils
- Issues with behaviour – talk to the head teacher or deputy head teacher
- Issues with their own workload or wellbeing – talk to the head teacher or deputy head teacher
- Concerns about data protection – talk to the data protection officer (head teacher)
- Concerns about safeguarding – talk to the DSL or deputy DSL

7. Data protection

- When accessing personal data for remote learning purposes, all staff members will need to use a laptop provided by the school rather than personal devices
- Staff should not use personal email accounts for work purposes
- Staff should not share personal details such as email addresses or telephone numbers with parents or children
- Where possible, phone calls to parents should be made using the school phone. If staff need to use a personal phone to contact parents, they should use 141 before the number they are calling to withhold their number

Keeping devices secure

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

- Using a strong password with at least 8 characters and a combination of upper and lower-case letters, numbers and special characters
- Make sure that devices are kept secure at all times, e.g. not left in a car overnight
- Ensure that the device locks if left inactive for a period of time
- Do not share the device among family and friends
- Do not use the device for personal activity
- Keep operating systems up to date – always install the latest updates